

The Relationship between Social Workers and Neglected Children in a Children's Home

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ABSTRACT

Children's Homes are small communities which accommodate neglected and abused children who are placed there because their families face problems serious enough to lead to children's removal; and staff who work or/and volunteer to support children's upbringing.

Social workers being members of this staff group apply their professional knowledge and they collaborate with these children in order to fulfil the above purpose. During this collaboration a relationship is developed between them.

Until now this relationship hasn't been examined in detail in the Greek context to explore if and how it could influence children's life in the Home and in general.

The aim of this research is to shed light on this relationship, to explore this bond and its dimensions in depth; to uncover what a social worker represents in neglected children's life in the "Home"; and to show how this bond could affect child's life in the "Home" but also in the future.

This evidence could help to improve social work practice, by making known the power of this relationship which could be a useful tool at social workers' disposal, for a better approach to working with children.

The research took place in five (5) Children's Homes in Greece with three different participant groups: children who are accommodated in the Homes, young persons who have left Homes and Social Workers who work in these Homes.

In addition, data from children's drawings and written thoughts were obtained on the theme of their relationship with the social workers.

The relationship revealed itself to be strong and affectionate and its positive effects concern three big aspects of children's lives: their adjustment in the Home, their emotional transformation and their sociability.

The research's results comprise children's and social workers' voice in Children's Homes and reveal a message which should be recognised in social work because it can bring significant changes in children lives and improvements in Homes' organization and operation.

INTRODUCTION

Years ago, and after a long time of practice in the field of social work with neglected children in Children's Homes, it was perceived that there was a particular power or dynamic in the relationship between social workers and children which influenced children's feelings, ways of thinking and planning, and also young people's lives after they had left Homes.

Then an idea and proposition were generated to examine this relationship more deeply and closely so as to ascertain whether not only the existence of this dynamic which had been observed could be proved, but also if it could be built up as a useful element in social workers' resources for good practice in Homes and above all for children's benefit.

The best way for this to be accomplished was official research which would allow social workers to express their experience in the subject, but would most of all to give to children opportunity to be heard as they comprise important parts and witnesses of this relationship.

The aim was to discover if and how the relationship influences children's development, adjustment to Homes, and their relationships with parents; if this relationship plays a determinant role in children's ability to be engaged, especially after experiencing an adverse or neglectful relationship with their parents and the huge change of leaving the family home and being accommodated in a Children's Home, in addition to bring to light what social workers represent in children's life in the Home and, later, outside it.

For that reason it was important to study neglect as an adverse situation which is the theme of the first chapter. The term neglect is analysed, presenting specialists' point of view, impacts to aspects of children's development, children's tributes and social worker's experiences.

It seems that physical and cognitive development are negatively affected so that children do not achieve the expected developmental milestones. Due to neglect, their relationships depict unsuccessful socialisation and continuity of abusive behaviour, whilst emotionally they appear with very low self-esteem, psychopathological and PTSD symptoms.

To examine the relationship thoroughly it was necessary that the environment where it takes place are presented, and that is the Children's Home. These are presented in the second chapter, as establishments which offer shelter and nutrition to these children and they follow a specific regime in order to bring them up.

In the same chapter the legislation on British and Greek Homes concerning their function, running and system of bringing up children is listed, and also the different types of Homes which exist in the two countries are presented.

Social workers have a specific role, applied in a series of stages, which concerns children before they enter the Home, the admission period and the time he/she is in the Home; the way social workers and the environment of Homes can contribute to children's damaged development is displayed. Specific examples of children's narrations illuminate the picture of life in Homes.

The third chapter discusses research methodology, which is then explained in the fourth chapter, where the analysis stage is outlined, from which themes and, finally, the main conceptual categories result. The latter accomplished by the research are portrayed, in the conclusions, and discussion.

The outcomes revealed children's feelings for social workers and the representation of them in children's lives; it becomes clear which aspects of development were influenced by the relationship.

In the research, interviews by questionnaire were used which embodied open questions; thus, a chance was given to children to express themselves freely. Three groups were interviewed. Social workers who work in Homes, children who are accommodated there and young people who have left Homes. Children's drawings and written thoughts were added into the data with the theme of the relationship. Indirect observation was also utilised.

These ways of collecting data were chosen exactly because they allowed participants to express themselves and for that reason consisted of methods from which rich information, especially concerning feelings and relationships, could be provided.

After piloting the design in a Home in Athens, the research took place in three Greek cities in five Homes which included boys and girls. In all, interviews took place with 10 social workers, 10 young people who have left Homes, and 22 girls and 33 boys who lived in Homes at the time of interview.

In terms of the analysis stage, the grounded theory analysis system was chosen exactly because the relationship had not previously been examined in

Greek Homes, and brand-new outcomes were expected to emerge and become the new theory's elements, which would enrich social work practice.

The expected outcomes were that children's opinions would be revealed about social workers and their role in the children's life in and adjustment to the Home, their relationship with their parents, educational progress and planning of the future, and confrontation of specific problems which were caused by neglect.

Data from participants' statements were separated into twelve themes, which after coding and memoing were converted into three larger main categories called Relationships, Attachments, and Values.

The most important finding was that with social workers' support and care, children's feelings of sadness due to experience of neglect and loss are converted into those of hope and comfort, their self-esteem is raised, and following the social workers' inspiration and stimulation, children begin to use their gifts to start over and move on.

In terms of representation, social workers are: a bridge which unifies parents and children; allies in the children's battle to face the cruel reality of a neglectful family and growing up in a Home; parental figures who have a mother's interest and make efforts for the children and, in this way, make them proud; examples of a good social pattern, characterised with trust and honesty – for that reason children feel safe and are open to their advice and guidance, and they also learn from the social workers how to communicate and be engaged in new relationships.

Social workers' and children's comments highlight the necessity of the creation of bonds in such places as Homes, because they play a very important role, not only in the latter's lives but also in the functioning of good Homes. Such bonds in other parts of social work practice could change the way children feel and act in their relationships and life to the better.

THE NEGLECTED CHILD

I grew up with my parents until I was 8 years old. Our home was a place full of birds' faeces, dirtiness, and messiness. Unknown people were coming, drinking and laughing with my parents loudly until late at night. My parents were sending me alone to the hill to watch over the sheep until it was dark. I was afraid and when I told my mother that I was in danger alone over there she ignored me. I couldn't attend school regularly; I was always hungry and sleepless. When a social worker took me from there, although I wanted them, it was a relief for me. After a few years I found out that all this had a name, I was a neglected child. (Lillian: girl, 12 years old)

One form of abuse is neglect. The aim of this chapter is an introduction to this abusive situation of neglect, by defining what neglect is, seeking out the ways in which it is created, and exploring the influence that it has in the child's life. Since we will have obtained the whole picture of this adverse relationship, we will consider neglected children in residential care to observe their life there and ascertain how the new environment affects them. We will focus on the relationship with the social worker, and throughout the research we will discover the deep dimensions and influence that it has in the child's life course, both in and outside the Children's Home.

Neglect is characterised as parents' failure or omission to provide everything that child needs to grow up properly and safe. Gilmour supports the idea that when neglect takes place in the family, parents are ignorant and inconsiderate of the child's needs (Philp, 1963, p.152; Kempe and Kempe, 1986, p.19; Gilmour, 1988, p.50).

Parents could be characterised as neglectful when they walk out on children, turn children out of the house or leave them alone for long periods of time or leave them in the supervision of adults who are likely to harm them or who

are unable to providing adequate care. (Faller, Bowden, Jones and Hildebrandt, in Faller, 1981, pp.28, 30).

Abandonment is considered to be a type of neglect as parents desert their child and their whereabouts are unknown (Varghese and Mouzakitits, 1985, p.11).

The UK's Department of Health (1999) gives the term as: "Persistent failure to meet child's physical and/or psychological needs, likely to result in serious impairment of child's health or development. It may involve parent or carer failing to provide adequate food, shelter and clothing, failing to protect child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to child's basic emotional needs" (Corby, 2000, p.75).

Hally and Polansky and Polansky define neglect as a "condition in which caretaker responsibility for child either deliberately or by extraordinary inattentiveness permits the child to experience available present suffering and/or fails to provide one or more of the ingredients generally deemed essential for developing a person's physical, intellectual and emotional capacities" (Varghese and Mouzakitits, 1985, p.11)

Some authors examine neglect not only on the physical level but also on the emotional and educational levels. This path is followed by Kelly, Lai and Wong (1997) who use the terms of the US Department of Health and Human Services, which subdivides gross neglect into three components: physical, educational and emotional neglect.

Physical neglect includes the failure to provide the child with an adequate level of physical care, such as nutrition and hygiene, meaning that children are left unwashed, dirty, and subject to environmentally unhygienic conditions, clothing, shelter, safety, and medical attention (Varghese and Mouzakitis, 1985, p.11).

Neglectful parents are unable to meet children's needs and for that reason they fail to provide to children good food, adequate housing and proper clothing, and to protect them from danger (Howe, 2005, pp. 112-113).

Howe also classifies medical neglect as a separate type, presenting parents as apathetic to their duty to provide children with medical help like hospital follow-up procedures, reviews and medical provision (Howe, 2005, p. 114). For Geles, this refers to parents' acts of omission, refusal and delay in providing healthcare (Geles, in Dubowitz, 1999, p.281)

Schmitt (1981) presents a different categorisation. He distinguishes neglect as: "... medical care neglect which pertains to parents' deliberate lack of response to serious acute illness, life-threatening chronic illnesses, disabling or handicapping chronic illnesses, fatal illnesses, and well child care. Safety neglect which can be defined as a situation where injury occurs because of gross lack of supervision, hazardous and dangerous home environment, negligent leaving of poisons, caustics, knives, or guns within easy reach of children, and lack of concern. Emotional deprivation, educational neglect, and nutritional neglect" (Ellerstien, 1981, pp.297, 301-304).

Educational neglect is the failure to ensure school attendance and allow child to receive additional educational input when this is indicated. It is consistent

parents' failure to get child up on time, dressed, etc., so he/she can get to school; or the parent keeps children home to babysit or to provide company so that the child falls behind grade level (Faller, Bowden, Jones, Hildebrandt, in Faller, 1981, pp. 29-30).

Emotional neglect is the failure to provide nurturing experiences, such as affection and supervision, thus exposing the child to psychological harm (O'Brian, Chung, Ling and Rhind, 1997, p.89).

Geles adds that emotional neglect is the child's exposure to chronic or severe spouse abuse, allowing or permitting child to use alcohol or controlled substances, or encouraging him/her to engage in deviant or delinquent behaviour (Geles, in Dubowitz, 1999, p. 280).

Howe characterises parents as psychologically unavailable for children's curiosity, especially when the children are young. Erickson and Egeland mention that parents deny trying to recognise and understand children's psychological and emotional needs (Howe, 2005, p.113; Erickson and Egeland, 2002, in Howe, 2005, p.113).

Emotional neglect could be lack of physical contact, lack of emotional support or recognition of child as a separate individual. "... adequate nurturance (love, caring, support), appropriate social or cognitive stimulation, and to help children with problems" (Ann Cattanach, 1992, p.20; Faller, Bowden, Jones, Hildebrandt, in Faller, 1981, p. 30).

Emotional neglect is "... parental unawareness and ignorance, depressive moods, chaotic life-styles, poverty, and lack of appropriate child-rearing models, unwittingly impairing child-development and well-being" (Iwaniec, 1995, p.5).

Whiting (1976) gives the definition of emotional neglect as parents' refusal to offer to their children normal experiences that produce feelings of being loved, wanted, secure and worthy or are emotionally disturbed due to continuous friction in the home, marital discord, or mental ill parents. (Whiting, 1976 in Varghese and Mouzakitis 1985, p.12)

Howe and Dubowitz distinguish three other types of neglect: disorganised neglect, depressed or passive and severe deprivation

In disorganised neglect, the parents' own feelings of being wanted and loved and their need to be the centre of the family's attention override the inconsistent relationship between them and their children. The environment of these families is chaotic, conflicted, confusing, disorganised and with multiple problems. The centre of the relationship is the need and the concern of parents to be loved and valued, rather than the care and affection they can provide to their children (Howe, 2005, pp.120-122; Crittenden, in Dubowitz, 1999, p.52)

Depressed neglect is the classic model of child neglect, where parents are withdrawn, passive, dull and helpless, without any lively interaction and emotional involvement. Parents are so absorbed with their needs that they fail to hear and comprehend children's needs and signals of distress and work for their benefit. They lack supervision and worry about possible danger. There is an ignorance of children's expected developmental milestones and an unawareness of children's

cognitive stimulation and emotional availability (Iwaniec 1995, p.5, in Howe, 2005, p.136) The consequence of this behaviour is that children have a dirty and smelly appearance, look sad or blank, and their homes give the impression that they are run down.

In depressed neglect, children fail to form an attachment strategy because their carers are depressed, mainly unresponsive and unavailable to their offspring's needs. Children give up trying after remaining in an extended state of stress and despair (Howe, 2005, p. 140).

Severe deprivation is the most serious form of neglect because there is an absence of an attachment figure, with no existence of a relationship in which children might explore theirs and others' mental condition. These children's development is impaired in interpersonal relationship, impulse control and regulation of aggression (Lieberman and Pawl, 1988, p.33, in Howe, 2005 pp. 147-148).

Howe observes that this kind of neglect is met in large institutions where children exist out of sight and are forgotten by the host community. As a result, their attachment system seems to shut down (Howe, 2005, pp.143, 149).

The above can be summarised by saying that neglect is the parents' failure or omission to meet the child's needs for health, hygiene, medical care and treatment, safety, nutrition, clothing and shelter. Emotionally, it is the failure or omission to provide love, stimulation for new experiences and achievements, support, praise and recognition, guidance towards a responsible way of life and models of behaviour that create the child's sense of belonging and self-esteem.

Bowlby connects all aspects of development with adequate relationships: “children who had been deprived of their mothers, particularly those brought up in institutions, suffered in terms of emotional, verbal, social, intellectual and even physical development” (Bowlby, 1979, p.47).

Jones and Gupta mention (1998) what American researchers Polansky, Borgman and DeSaix state about neglect and consequences to the child’s development: “It is presumed that physical, emotional and intellectual growth and welfare are being jeopardized when, for example, child is:

1. Malnourished, ill-clad, dirty, without proper shelter or sleeping arrangements;
2. Without supervision, unattended;
3. Ill and lacking essential medical care;
4. Denied normal feeling of being loved, wanted, secure and worthy (emotional neglect);
5. Failing to attend school regularly;
6. Exploited, overworked;
7. Emotionally disturbed due to constant friction within the home, marital discord, mentally ill parents;
8. Exposed to unwholesome and demoralizing circumstances.”

(Jones and Gupta, 1998, pp.98-99)

Physical Development

In abusive relationships, parents do not fulfil their duty to supply the basic care of children. They are unable to respond to signals of hunger or to find different ways of feeding when the child resists food. This lack of food provision forms the profile of a non-organic failure to thrive.

According to Iwaniec, Herbert and McNeish (1995), this failure includes: “a) growth retardation with a fall below the 3rd percentile in weight and height b) physical description with negative points like wasted body, thin arms and legs, large stomach, red, cold, and wet hands and feet, thin, wispy, dull, and falling hair, dark circles around the eyes c) other physical symptoms like refusal to take feeds, vomiting, diarrhoea, frequent colds and infections” (p.19).

Children appeared as short-winded, dehydrated, and skinny with a pale face and large belly (Faller, Bowden, Okell Jones and Hildebrandt, in Faller, 1981, p.26).

Vikki's parents were divorced and both alcoholic. She was raised by her mother until she was 9 years old when she had to be removed because the mother was accused of severe neglect. When Vikki was 11 years old her height was 1.30m. An examination of her hormones showed that there was no pathological cause for her body's inability to grow but, according to the physician, her emotional stress was the cause.
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Martin expresses another view of how serious malnutrition due to neglect can be for child development. “Children's neglect may also result in neuro-psycho-development deviation. Up to 30% of abused children are nutritionally deprived or have other signs of physical neglect. There is adequate evidence that calories and protein malnutrition during periods of rapid brain growth can cause structural and biological changes in the brains of animals. There is also good

evidence that this type of under nutrition correlates with poor head growth and neurological damage, including retardation, in humans” (Ellerstein, 1981, p.105).

Burrous, Horton and Cruise present the physiological effects of child maltreatment: since a vast proportion of brain develops prior to the age of 6, physical and emotional neglect may have critical negative effects on neural development (Morgan, 1994). Unfortunately, this growth may not be regained after this critical period. Neglected children are also prone to frequent illness. While illnesses may not be serious, they are often chronic (Helfer, 1987).

Another syndrome that can occur due to family violence or traumatic experience which cause acute stress and pressure is stunted growth. The characteristics are a short stature with no organic reason and remaining stunted in height for a notable period of time. Other characteristics are bizarre eating patterns, disturbed toileting, destructiveness, sleeping problems, serious delays in all aspects of development. The parent–child relationships are noted as hostile, rejecting, and especially lacking in maternal attachment and emotional bonding (Iwaniec, 2006, pp.130-131).

Akin syndrome is that of psychological dwarfism, which is diagnosed between 16 and 18 months of age. The characteristics are a height below the 5th percentile and retarded skeleton maturation. These children are emotionally deprived; their environment does not amplify proper growth, hormone secretion is not normal, and they present behavioural disorders, like enuresis and encopresis, hyperactivity and/or extreme passivity, sleeping problems, and bizarre eating patterns.

The psychological interpretation of this is that children comprehend from their parents that it is safer to stay small than to grow up because the latter seems dangerous (Faller, Bowden, Okell Jones and Hildebrandt, in Faller, 1981, pp.27-28).

In depressed neglect, children, due to carers' passive behaviour and lack of supervision are left in soaked nappies with sore rashes as a response to crying. Children whimper and moan, living in a listless and incurious environment (Howe, 2005, p.137).

Rosas (2005) highlights that some neglected children are exposed to drugs and alcohol because parents are users in the prenatal period or because they carelessly leave alcohol and drugs at home so that children accidentally drink or swallow them. In terms of prenatal alcohol exposure, this may cause mental retardation, facial anomalies and congenital heart disease. In addition, long-term use is connected with physical disabilities.

Maternal drug-using during pregnancy creates infants' drug addiction with withdrawal symptoms. They usually are born with low birth weight, they may appear with overwhelming infections, chronic lung disease and growth retardation. Later in infancy they show symptoms of tremor, seizure, feeding difficulties, vomiting, and diarrhoea, described as neonatal abstinence syndrome.

Furthermore, substance abuse is associated with unemployment and poverty with a lack of basic needs like food, shelter and good hygiene, and with domestic violence and criminal activity. Parents abandon children to unknown adults who are drug users.

Exposure of children to chemicals is another dangerous situation which has to do with neglect and careless behaviour of drug-user parents who need the chemicals to produce drugs. Such chemicals as phosphorus, lye and sulfuric acid cause burns and damages to kidneys, liver, eyes and the nervous system (Rosas, in Talley, 2005, pp.58-60).

“Neglected children may suffer from delayed development milestones, such as walking, talking, and toilet training (Allen and Oliver, 1982). Acquisition of these skills is very much bound up with the quality of carers’ offer, stimulation and encouragement, which in the case of neglect is missing” (O’Brian, Chung, Ling and Rhind, 1997, p.89).

Development milestones show that bowel control should be regulated when child is about 2 or 3 years old. In cases of neglect, due to lack of parents’ concern, psychiatric and psychosomatic stress symptoms can be found, such as bed-wetting, lack of bowel control, skin infections and general persistent infections, dehydration, and avitaminosis.

Maria was 3 years old when her mother abandoned her in an Infants’ Centre. She is accommodated in a Children’s Home and until she was 12 she did not manage any bowel control. Her medical examinations proved that there was no physical cause for this, but instead its roots could be found in the lack of parental care at the time that this control should have been achieved.

Due to poor hygiene in their home, neglected children suffer from medical problems of the skin and hair, such as head lice, impetigo, and fungal and wound infections. In order to treat these skin problems they are sent back home by the school where, as expected, there is no care and access to proper services and the problems remain incurable (Rosas, in Talley, 2005, p.58).

Donna was a teenager who suffered from haemophilia and very often had to receive blood factors from the hospital due to blood loss. Her father didn't let her go to hospital, saying that the bleeding was just a common nosebleed and that doctors deceived people. Donna had been in danger many times until she was removed from her family by social services and found security in a "Home". Once she confessed with relief, "I am so glad that I am growing up in 'foreign' hands. I was so afraid for my life while I was in his (her father's) hands".

Neglected children are very clumsy, accident-prone, poor sleepers and they overreact to even the slightest pain; they wet and soil themselves (Howe, 2005, p.164)

A social worker of a Children's Home reports that 4 to 9 children between 6 to 11 years old have enuresis. In addition she observes that these specific children have a more severe background of neglect and abuse than others who do not suffer from enuresis.

As children pass the milestones of their development, but especially from the age of 12 months onwards, when the child can walk, the parent should be very cautious about the environment that surrounds the child and be aware of likely danger.

A neglectful parent may have no awareness of what is dangerous, insecure or threatening in the house which is full of damaged or broken things that jeopardise children's safety; they are characterized by ignorance and inability to care for the child in the case of illness.

A neglectful relationship may reflect the "... the chest X-ray of under-nourished and neglected children may show not only lung infection, but a series of rib fractures at different stages of healing because they were infected on different occasions" (Gilmour, 1988, p.63).

Neglect can cause death by:

a) diseases or medical problems such as congenital heart disease, ingestion of toxins or poisons, pneumonia, and meningitis, due to the caregivers' failure to seek or follow through with medical attention in a timely manner.

b) non-inflicted injuries including drowning, burns, falls, gunshot wounds, and motor vehicle accidents due to the caregivers' failure to supervise or protect children from dangerous situations and hazards.

c) homicide deaths, in which the child was abused or he/she was the intended or unintended victim of other crimes.

d) suicide deaths, due to the failure to secure adequate mental health services (Bonner, Crow and Logue, in Dubowitz, 1999, p.159).

Hygiene is another important factor at this level of the child's development. The house of a neglectful family lacks basic essentials, such as soap, cleaning fluids, toothbrushes, babies' nappies, etc.

In addition, neglect can create problems of dental and oral health. "An indication of that kind of neglect could be: a) incurable multiple tooth decay; b) incurable pain, inflammation, bleeding or trauma in the mouth area; c) past reports of lack of dental care when diagnosis of a dental problem has previously occurred" (Tsanidis, 1995, p.157).

At ages between 1 and 9 months, children use the mouth and sense of taste as drivers of satisfaction and exploration of their environment. Freud's theory is that sucking and feeding play very crucial roles in an infant's present and future emotional development and behaviour.

Neglected infants who have difficulties in being satisfied show this by abstention from feeding or constantly vomiting up their feed. These children seem to understand that they hope to be fed is totally dependent on parents' wishes who are preoccupied with their unsatisfied needs in a chaotic and hostile environment (Okell Jones, in Faller, 1981, pp.80-81).

Mouzakitis and Varghese (1985) add that neglected children may become apathetic and disinterested in food. When parents neglect to provide food and express hostility to the child or force him/her to eat, he/she may develop a dislike of the feeding bottle, connecting it with an unpleasant experience (Mouzakitis and Varghese, 1985, p.138).

Kate was 3 years old and severely neglected by her alcoholic father and schizophrenic mother. Her feed was taken care of by her 7 year old sister, who was also neglected. The children were removed from the container where they had been living under horrible conditions and went to Children's Home. Kate had difficulty with accepting food for a long time. She kept food in her mouth and stayed in that position for several minutes. The carer at the Home faced great difficulty in persuading her to swallow and the feeding process took hours.

In severe deprivation and chronic neglect, children are confused about their body and the functions of their senses, because the context of loving and physical attachment does not exist at all with their carers. They cannot even apprehend whether they are thirsty, hungry, cold or in pain.

Emma was 6 years old and severely neglected. Her mother was psychotic and her father was very abusive. She had not ever been trained, not even on the basics such as using the toilet, feeding or speech development. The social worker who took them away claimed that the children were brought up worse than animals. Emma was transferred to a Home, where the staff had to face a girl who did not understand how to use her hands or fingers, and she could not master the use of her feet. For that reason she had great difficulties in mobility; for example, she could not get down the stairs, or hold a spoon or pencil. After one year of psychotherapy and occupational therapy, she was able to use the various parts of her body better but not yet efficiently.

Neglected children face great risks of physical and mental problems, such as obesity, sexually transmitted diseases from high-risk sexual behaviour, heart disease, suicide, cancer, depression, stress-related diseases, sleeping difficulties and harmful behaviours like smoking and drug taking (Kendall-Tackett, 2002, in Howe, 2005, p.167).

Parents' care for their children's physical development is an inseparable part of their attachment with their children and emanates from it. Thus it can be concluded from the theories and examples presented that parents' neglectful behaviour is the result of low and/or inadequate bonds of affection between parents and children.

The consequences of low levels of parent-child attachment and inadequate care may be seen in other aspects of development.

Emotional Development

Freud's theory is an important one, which has been expressed on the emotional level. For Freud, there is the simultaneous influence of both environment and heredity on the child's character and his/her future life course.

Given the fact that neglectful parents are not able to offer satisfaction, according to Bowlby, "... there is a likelihood that the child's libidinal craving will be high, which means that he/she will be constantly seeking love and affection" (Bowlby, 1979, p.8).

Children who were physically and emotionally neglected feel: unloved and unloving, powerless, and hopeless; they have low self-esteem and they are isolated from peers and adults (The Bridge Consultancy, 1995, p.3, in Stevenson, 2007, pp.73-74)

In two studies which took place in 1981 and 1983, it was found that neglected children had the most disturbing behaviour and exhibited pathological behaviours like unusual sexual behaviour; wetting or soiling; excessive appetite; they also demonstrated the lowest ego control in preschool (Egeland et al., 1983, p.469, in Stevenson, 2007, p.74).

Case 3: Alex had been growing up in a Home since she was 6 years old. She had an alcoholic father who could not offer anything to the family and an apathetic mother. In the weekends and holidays she was used to going to a family that took care of her and loved her very much. She felt the mother of that family was like her godmother. It seemed that she had found a new family until one day she confessed to the social worker: "I hate everyone who has a stable family because I don't have one. I don't even like my godmother's. They do many things for me but I feel like being offered a present's packaging with no content."

Iwaniec gives a picture of the consequences of parents who are unconcerned by and neglectful of their baby's signals and needs: "Babies ... are characterized by lethargy, withdrawal, sadness and passivity" (Iwaniec, 1995, p.29).

Neglected infants look older than their age and they show extensive alertness to surroundings; they are hypersensitive to loud voices; they also display little affect and in this way they seem listless and apathetic; they may avoid eye contact and sometimes they appear 'frozen' in watchfulness (Okel Jones, in Faller, 1981, p. 81).

Neglectful parents are characterised by a lack of continuity in their bond of affection to their children. When this kind of "... disruption of care's continuity takes place, discomfort, distress and delays in the infant's orientation and adaptation within his/her surroundings" occurs (Goldstein, Freud and Solnit, 1980, p.32)

A neglectful relationship is a breakable one and "... affects all achievements which are based on identification with parents' demands, prohibitions and social ideals". Thus, the transition to adolescence is not expected to be successful.

The sense of personal identity and the clarification in adolescence of what one is, and what one's role is, will not give way to a sense of role diffusion if parents provide a clear picture of social roles (Iwaniec, 1995, p.29). Neglectful parents are unable to demonstrate clearly what they represent in relation to their

family and the society that surrounds them; thus children are expected to confuse roles or have a low sense of clarity.

Freud believes that the personality consists of three structural levels which form behaviour and social status. The kind of parental care and treatment of the child influences the structure of these levels of personality. The lack of a stable emotional environment that neglectful parents present to children has negative repercussions on children's efforts to form and function within internal structures of self-sense.

Neglect is associated with extreme disturbance in self-definition and self-regulation, such as dissociative disorders. Haugaard (2004a) interprets this, saying that in neglect and abuse the dissociative represents a self-protective factor as it disaggregates and insulates painful emotions out of conscious awareness and, in this way, protects the child from unbearable psychological and physical pain (Pierce and Pierce, 2007, p.34).

Tina was a neglected child and abandoned by her mother when she was 5 years old. When she was 8 years old she was transferred to a Children's Home. Carers saw that the changes in staff were extremely difficult for her. She expressed her separation stress by keeping asking staff members who were leaving what time they would come the next day. Although she was given an answer she kept asking the same thing. She also used to escort staff members to the front door of the Home and she waited there and kept looking at them until they were out of her sight.

“...children who lack support and attention from caregivers feel invisible and do not develop strong sense of who they are or feel negatively about themselves. Children who have lowered self-esteem may then approach social experience with negative expectations, and, if these expectations are met, the child

feels even worse about him- or herself” (Kaufman and Cicchetti, 1989, in Burrous, Horton and Cruise, 2001, p.20).

According to Howe, emotions play an important role in what we see and how we see it. Thus, when children begin to recognise their emotions and how these affect their own and others’ behaviour, they start to comprehend social life and how it works.

In terms of neglected children, they are not in a position to understand their own and others’ emotions because they see in the mind of their neglectful parent only the thinnest of mental representations of their own self and its needs – a virtual blank. Those children internalise a hollow, empty, abandoned self. For that reason they are poor in managing their arousal of their emotions ... they lack awareness about the nature of distress, and the ability to restrain and regulate their feelings. As a result... they act either inappropriately or aggressively. Finally, as future parents, they are predicted to be anxious, uncertain, and distressed (Howe, 2005, pp.13, 15, 23).

<p>Social workers from Children’s Homes declare that most teachers complain about children’s aggressive behaviour. This happens because the Home’s children’s desperately and disagreeably request acceptance and love from others who refuse to offer them.</p>
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Monopolis and Sarles quote Bowlby’s (1951) position about a lack of loving care, warmth, intimacy and their effects on a continuing relationship, especially with one’s mother. These are feelings of anxiety, revenge, guilt, depression, neurosis, and instability of character (Monopolis and Sarles, in Mouzakitis and Varghese, 1985, p.102).

More recent, a study showed that neglected children are at increased risk for depressive symptoms. Proneness to shame was examined as an outcome of child neglect and a potential explanatory variable in relation to neglect and depressive symptoms in 111 children (52 with a Child Protective Services allegation of neglect) seen at age 7. It was found that neglected children reported more shame-proneness and depressive symptoms than other children (Bennett, Sullivan and Lewis, 2010, pp.305-314).

“... nothing helps the child more than being able to express hostility and jealous feelings candidly, directly, and spontaneously and there is no parental task more valuable than being able to accept these with equanimity. This attitude on behalf of parents provides to children a tolerant atmosphere in which self-control can grow” (Bowlby, 1979, p.12).

Neglectful parents have weaknesses in looking beyond these kinds of feelings; on the contrary, they are tolerated by parents in an insufficient and destructive way. Thus “...children’s aggressive behaviour towards self and others may have its roots in harsh parents’ treatment and aggressive attitudes ...” (Goldstein, Freud and Solnit, 1980, p.76).

Findings from studies that have examined psychological effects of neglect are in keeping with these principles; neglected children are found to be more non-compliant, less tolerant of frustrations, less flexible, and have less self-control than non-neglected children” (O’Brian, Chung, Ling and Rhind, 1997, p.90).

As has been mentioned, at almost every stage of emotional development, the parent–child relationship and the child’s psychological condition and

behaviour are interdependent. If the former is not affectionate then the child's character and behaviour will display negative elements. If a child presents emotional problems, then a weak, poor or adverse parent–child relationship is hidden behind it.

Lai and Wong complete the above thoughts: “A child who has been neglected emotionally is likely to develop emotional and behavioural difficulties” (O'Brian, Chung, Ling and Rhind, 1997, p.89).

Neglectful parents discourage and criticise children's abilities and performance; therefore, the latter develop feelings of being very unworthy and to blame for whatever wrong is happening (Iwaniec, 2006, p.119).

The emotional state of neglected children fluctuates between a desperate need, rage, depression and indifference, taking turns in a chaotic way between inconsolable sadness and feelings of helplessness to anger and rage (Howe, 2005, p.163).

Moreover, evidence has revealed that severe neglect drives children to some of the greatest risks of long-term psychopathology. Children who had experienced psychical or emotional abandonment feel like there is no safe place or adults who have them in mind. This can create such emotional arousal in children who may shut down psychologically and dissociate (Howe, 2005, p.113). It has been found that borderline personality disorder is connected with early and traumatic physical or emotional abandonment by primary caregivers.

Dim was severely neglected and has been accommodated in a Home since he was 8 years old. His behaviour alternated between constant crying, refusal to eat and bursts of rage with the use of force against other children for negligible reasons. He couldn't explain the reasons for either kind of behaviour when social workers discussed the incidents with him.

Psychosocial and psychiatric interviews of a representative community sample of 639 youths and others from two counties in the state of New York in 1975, 1983, 1985-86, and 1991-93, showed that persons in the community who have experienced childhood abuse or neglect are considerably more likely than those who were not abused or neglected, to have personality disorders and elevated PD symptom levels during early adulthood. Childhood abuse and neglect may contribute to the onset of some PDs (Johnson, Cohen, Brown, Smailes and Bernstein, 1999).

Widom presents the results of her research which examined victims of substantiated child abuse and neglect from 1967 to 1971 in Midwestern metropolitan county areas of the USA. According to this, children who were exposed to abuse and neglect were at an increased risk of developing PTSD. More specifically, 30.6% of victims of childhood neglect met the DSM-III-R criteria for lifetime PTSD (Widom, 1999, 1223-1229).

Attachment theory

Attachment theory examines parent-child relationships and bonds and the results that these have on children's development and life.

According to Bowlby (1980), during times that the child feels distress or threatened, he/she tries to gain access to parents' response. This procedure creates an internal model of caregiving relationship through which child forms a sense of

self, if he/she deserves attention and nurture, and also a sense of others – whether they are trustworthy and supportive or abandoning and untrustworthy (Anderson and Alexander, in Talley, 2005, p. 4).

From this point of view, “prolonged maternal care’s deprivation of young child may have grave and far reaching effects on his/her character and so on the whole of his/her future life” (Bowlby, 1951, p.46). “... children who had been deprived of mothers, suffered not only in terms of emotional but also intellectual, verbal, social and physical development” (Bowlby, 1951, p.46).

In terms of emotional development, “lack of warm, intimate and continuous relationship with mother during infancy, rather than middle or later childhood, was likely to lead to person with disturbed personality who might also suffer cognitive impairment anxiety and depression” (Rutter, 1991, p.332).

In a secure attachment condition, parents will respond to children’s stressful situations in a way which shows availability and affection (Cassidy, 1988, in Talley, 2005, p.6).

Research results on neglected children (Cicchetti, 1989; Crittenden, 1988), revealed that physical abused and neglected children are less likely to develop secure attachments, with 70%–100% maltreated children exhibiting insecure attachment organization (Pierce and Pierce, 2007, p.17).

We meet three types of attachment in neglect: Insecure, anxious and avoidant attachment. Hence parents are indifferent and insensitive to or rejecting of the child’s signals and needs. Children ignore or avoid them, and they do not demonstrate any particular preference for either parents or strangers (Howe, 1995,

p.12); they show little stress to separation from them and less affection during reunion. Specifically, mothers avoid physical contact with children and interactions with them are featured by hostility and rejection (Pierce and Pierce, 2007, p.13).

Children learn that their need for parents to respond to emotional distress encounters their rejection. This forces children to express their negative affect more strongly, and in this way they maintain access to parents and increase their attention to the child, even if it is basic (Anderson and Alexander, in Talley, 2005, p.7).

When parents are uninterested and rejecting, children's need for praise and recognition is unmet. Their sentimental state is characterised by very low self-esteem and feelings of unworthiness; "...a huge burden of guilt for their 'bad' behaviour. They may seem depressed and persistently apologize for trivial and meaningless supposed misdemeanours" (Skuse, 1997, p.32).

As children move from one stage of development to another, they achieve emotional stability and independence step by step through daily experience in the family environment. Children of avoidant attachments are emotionally independent, self-sufficient, self-contained and compliant (Howe, 2005, p.34).

According to Iwaniec, neglected children experience misery and insecurity and lack of stability; they receive threats, and feel torment and denigration (Iwaniec, 2006, p.208) ;Other characteristics are "... sadness, withdrawal, and detachment, expressionless face, general lethargy, tearful, frequent whining,

minimal or no smiling, diminished vocalization, unresponsiveness, passivity”

(Iwaniec, 1995, p.19).

Anastasia was neglected and abandoned by her mother when she was 7 years old. Now she is 30 years old and confesses: “my home was like living in a box that you couldn’t fit in and my parents also persons who couldn’t fit in and I really couldn’t understand what they wanted there and most important why I was there ... with them”.

Cassidy and Sroufe characterise school-age children as hostile and anti-social (Talley, 2005, p.8). They also appear to have indiscriminate contacts with strangers and difficulty with developing relationships with peers, which is also expressed by constant attention seeking, but their disruptive and destructive behaviour achieves the opposite in the form of rejection (Iwaniec, 2006, p.213).

In terms of insecure children, they feel anxious whenever attachment-related issues and experiences arise. They are not able to use other people, to help them regulate their distress and arousal, and to re-establish equilibrium. They are also unable to reflect on and to consciously explore their internal working model of attachment. As a result, such individuals defend themselves against feelings which are generated by attachment-based experiences, and they fail to reflect on all difficult attachment experiences.

Avoidant individuals exclude information that triggers painful feelings of perceived or expected rejection (Howe, 2005, p.33). This exclusion of feelings prevents children from creating close relationships of affection; rather, they deem relationships as sources of pain and rejection. On the other hand, there is the possibility that children idealise caregivers in order to lessen their sadness, anger and anxiety, but this impedes and confounds them from what they really should give and take from relationships (Pierce and Pierce, 2007, p.14).

Another reaction of children in terms of feelings, is the suppression of their strong feelings or distress which are eventually revealed via somatic symptoms (Pierce and Pierce, 2007, p.30).

Eva is 6 years old and she was severely neglected and physically abused by her grandparents with whom she grew up until she was 5 years old. A year after her admission to a Home, she presented eczema on the scalp, much of her hair fell out and she had a terrible itch. Medical examinations showed no pathological cause. After many psychotherapy sessions, the eczema lessened and day by day she became better.

In insecure, anxious and ambivalent attachment parents' care is inconsistent and insensitive. Mothers interact in a withdrawn and passive way (Pierce and Pierce, 2007, p.13).

In terms of children, they demand parental attention and at the same time angrily resist it. Anger, dependence and resistance characterise children's behaviour as ambivalent. The child is uncertain whether caregivers will be available or responsive when he/she needs them (Howe, 1995, p.11). This angry and demanding behaviour requires parental proximity to be maintained.

Ambivalent individuals try not to think about the hurt and shame of being cared for by an attachment figure who puts his/her own needs first. Thus, they remain unreflectively preoccupied and anxious about other people's emotional interest and availability. They fear emotional abandonment, and in their anxiety, feel driven to make endless demands in all relationships. They become enmeshed and entangled with others. (Howe, 2005, p.34).

Pat was 8 years old and she was born to a single mother. The mother's emotional mood towards her child was so erratic that Pat, although she was very young, used to say: "I prefer her telling me lies or giving me excuses for the fact that she is not coming to see me at the Home rather than telling me that she loves

me and she is coming every weekend. That destroys me because I wait for her and she never appears”.

Their life seems to be one long search for acceptance and approval because their experience with parents was one of adults who were and are an exception from the norm of making children feel valued and loved (Howe, 2005, pp.36-37, 53).

Angelika was neglected by her divorced and alcoholic mother. When she was in the fourth grade at school, the teacher found out that she could not hear well because she didn't respond to specific requests. A social worker assured the teacher that she had had acoustic exams not long ago which showed that she heard perfectly. In the discussion with the social worker, the girl admitted: “Once I wasn't paying attention and teacher asked me something about maths. I told her that I didn't hear her and she came close to me to explain the task. She spent quite some time with me. I felt so warm that I wanted this to happen again, but I didn't have another way to get it. So I pretended not to hear well and since then I have had her close to me and with me”.

Characteristics of ambivalent children are: poor concentration, feelings and moodiness of helplessness, and anxiety to feel recognised and loved; “...they are withdrawn, passive, detached, with poor self-esteem and socialization” (Iwaniec, 2006, p.213). With the aim of allaying their distress and heightened emotions, they present self-soothing behaviours such as head banging, rocking and repeatedly scratching scabs or wounds (Howe, 2005, p.163).

Vikki (7 years old) was severely neglected almost from birth. She used to make involuntary and impulsive movement with her hands. She tapped and rubbed her fingers on one hand against the palm of the other. Sometimes this is accompanied by skipping. Her child psychiatrist said that this soothes her endless anxiety and distress.

Crittenden (1992) presents a different point of view in terms of the organisation of children's attachment behaviour. It can be very flexible, complex and even contradictory in comparison to the carers' behaviour. When carers are

dangerous, children show avoidance strategies; when they present disengagement, or are under-involved in attachment, then children switch between provocative and demanding; when parents seem helpless then children become hostile, demanding, and aggressive in order to gain parents' attention. These kinds of behaviour strategies may be characterised as organised because they are a way to deal with caregivers' unpredictable characters (Crittenden, 1992, p.582 in Howe, 2005, p.172).

In insecure anxious and disorganized attachment parents are not a source of safety or comfort, because in the child's eyes they are frightening or frightened but at the same time hold authority. This compounds the child's anxiety, confusion and disorganization in his/her feelings (Howe, 1995, p.13).

Children not only have no chance to feel affection but also exactly the opposite occurs. They "freeze" in regard to feeling safe and relationships have no depth and distinction (Howe, 2005, p.40).

Children are left in a parallel but unconnected state of unmanageable arousal, unable to find or explore their own psychological self in relation to a distressed and out-of-control parent. When they may need parents' help, they experience danger and psychological abandonment, which increases feelings such as shame and fear. (Howe, 2005, p.38. The realisation of this inhibits their fear, desire for connection with adults, and anger (Howe, 2005, p.102).

According to Iwaniec, infants are confused and disoriented (Iwaniec, 2006, p. 117). This conflict is pervasive and it inhibits infants from organising a strategy of consistent orientation of attachment (Pierce and Pierce, 2007, p.16).

When disorganised children reach toddlerhood, they try to organise their own system of safety and regulation exactly because it is a frightening and dangerous experience for them to let their parents be in a state of hostile or helpless control. Such children exist on their own, taking responsibility for themselves and excluding adults from their lives almost completely. They also acquire a reversal of their role – that of caregiving to carers who are usually alcoholic, drug addicted, depressed, or victims of domestic violence or abuse (Cassidy and Mohr, 2001, in Pierce and Pierce, 2007, p.15).

Maltreated children self-represent as victims in order to cope with parents' behaviour. When children are unmanageable, parents present a picture of being helpless and disturbed, and children feel that they are the cause of this and they adopt the role of a fear-inducing persecutor/powerful and bad. When the parent is depressed, drunk or dysfunctional, the child has to comfort and rescue him/her from frightening and helpless situations, and so he/she becomes a compulsive carer who is responsible for others' safety (Howe, 2005, pp.59-60).

Michel was 8 years old. He and his two younger brothers were severely neglected. They lived in a container under disgusting conditions, coexisting with rodents and cockroaches. His alcoholic father was either drunk or absent almost all day. His mother was apathetic due to her mental illness. As he was the oldest brother, he took on the responsibility of giving medication to his mother, preparing lunch or dinner, looking after his brothers, cleaning the container and going to school in the morning. His father seemed not only to accept Michel's role but also expected him to play it with full commitment.

Children who have such kinds of controlling behaviour are solicitous, reassuring, organising, overly cheerful and exaggeratedly bright, determinedly light-hearted and anxious to assist and care for carers (Barnett and Parker, 1998, pp.147-148; Howe, 2005, pp.41-43).

Moreover, when disorganised toddlers experience states of fear and need, their behaviour is characterised by aimless wandering, being in a daze or crying, head banging, freezing, rhythmical rocking, and they display behaviours of confusion, avoidance, and disorientation. In some cases, children can self-harm because physical pain is more endurable than feelings of distress, fear, confusion and derealisation. (Howe, 2005, pp.168, 170).

Theo (8 years old) was scratching his skin near his nails to the point of bleeding. He explained it by saying that he had an itch, but this happened only when he was too nervous, such as when he had to meet his parents, or when staff members took him to task or when he felt cold-shouldered by them.

In comparison with secure attached children, disorganized children have been found to have less social competence, display more behavioural problems and are more aggressive (Talley, 2005, p.12).

Solomon and George (1998, 1999) characterise mothers of disorganised children as withdrawn with tendencies to flee and disappear from the relationship with the children, which seems counteractive and confrontational to them. On the other hand, controlling children use the humiliation of punishment, and coy/sweet behaviour. This is only seemingly organized behaviour but their mental condition is substantially chaotic, fearful and disoriented. (Talley, 2005, p.13).

Disorganized attachment influences children's development and heightens the risk of psychopathology, social skill deficits, behavioural problems, the internalising of difficulties and dissociative symptoms.

They also present the results of research which show that neglect increases the risk to children of developing post-traumatic stress disorder (PTSD) in young adulthood (Pierce and Pierce, 2007, pp.19-20, 28).

In a neglectful family, it is possible that non-attachment occurs, to be found where no bond exists, and children and parents are related only physically. It can be said that this is the most extreme category, and the child's behaviour is similarly extreme. They are predisposed to self-mutilation and self-injury in order to gain attention. In school, children's patterns of urination or defecation may be noted. They are isolated from their peers or have an unusual readiness to withdraw from any relationship because it is easier to reject than to be rejected.

Children who are exposed to emotional rejection defensively withdraw from any relationship or feeling which may activate attachment behaviour. Thus, emotional attachment is associated with weakness and dependent tendencies in others and self (Howe, 2005, p.55).

Alex is 17 years old and has been living in a Home since he was 6 years old. Now he says to the social worker: "She [his mother] hasn't ever had any feelings for me. The only thing that she did for me was to give me birth. I was nothing more for her. I'm glad she never came to see me here at the Home. I'm glad that I don't bear any resemblance to her. She is a stranger for me as I've been for her. And you know something; I have been feeling very free since I rephrased the term 'my mum' to 'Polla' [his mother's name]".

"These children have little faith in their capacity to inspire affection and approval, although they desire it as intensely as any other child does". (Kemp and Kemp, 1989, p.116); they experience difficulties in controlling impulses and feelings of aggression" (Howe, 1995, p.13, 14). In situations of severe and chronic neglect, infants lack behaviours like smiling, eye contact and crying.

Their attachment disorder is dissociated in two types:

Emotionally withdrawn (inhibited type) where they show emotional withdrawal and passive behaviour even to the level of autism; they may develop self-soothing acts or listless behaviour.

Indiscriminately social (uninhibited type) in which unhesitating social engagement is characterised as superficial, shallow with lack of reciprocity. They fail to develop discriminating selective attachment and strangers are approached as familiar persons (Howe, 2005, pp.146-147, 149)

<p>Social workers from Children's Homes admit that it takes a lot of time and effort to give to these children understanding that they shouldn't be open and friendly to anyone they meet. One of them claims: "In some cases our effort is a lost cause, and sometimes for them to be familiarised with others no matter who they are seems so important that when you try to change it is like cutting off their chance to exist".</p>
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The fact that neglected children experience incomplete attachment or even worse, non-attachment, causes impairment in all aspects of their development and destroys the foundations of their identity.

According to research findings on neglected children, "Failure to provide age-appropriate care (such as parental availability and nurturance), cognitive stimulation, or achievement expectations also can have profound psychological impact, especially when such omissions occur during critical child and adolescent development periods" (Panel on Research on Child Abuse and Neglect, National Research Council of USA, 1994, p.214).

Martin and Beezley (1977) present a list of emotional characteristics after observation of 50 neglected children. Among these are: impaired capacity to enjoy life, psychiatric symptoms, e.g. enuresis, tantrums, hyperactivity, bizarre

behaviour, low self-esteem, withdrawal, opposition, hypervigilance, compulsivity, pseudo-mature behaviour (Cattanach, 1992, p.24)

Maltreated children are hypervigilant in terms of abusers' behaviour because that helps them to avoid or to assuage the abuser before he/she acts. However, elucidating that impairs children's development; they compromise their growth of self and stay unaware of feelings, needs and motivation. (Pierce and Pierce, 2007, p.33)

The same authors add that the phenomenon of "other-directedness" restricts the child's self-autonomy. In order to control rejection and abuse, which, according to their conviction, exist in every relationship, children turn to hypervigilance and focus on others' emotional condition and stop themselves from focusing on their own (Briere, 1992, in Pierce and Pierce, 2007, p.58).

Theodora (9 years old) has been living in a Children's Home for two years. She likes to be around staff members and not with children. She plays the role of carer to other children by yelling and criticising them for their behaviour. Then she goes to the staff and tells on what the other kids did like a sneak. She doesn't play with them; instead she stands near to social workers' office as if she is waiting to take orders. She is always willing to do chores. Some of the carers fall into her trap and give her things to do because they think that she is truly a hard worker and obliging child. In reality she is a child unable to control her anxiety and stress and for that reason she tries to take control of other things and of others' behaviour.

Social Development

The family is the smallest cell of the society where children grow up and are prepared for their entrance into and active membership in the body of society. Whatever social attitudes the family displays will influence children's ideas about the world and their conception of personality.

In neglect there is a bad quality of relationship. Howe, who connects emotional development with social, states: "... children do not learn how to cope with anxiety and distress nor do they learn how to make very good sense of social relationships" (Howe, 1995, pp.60-61). They are superficial and charming with strangers with a socially inept manner. They use controlling, almost bossy and exploitative ways to create relationships with others with a lack of remorse or conscience in the cases in which they have caused harm (Howe, 2005, p.164)

"... child neglect is also a social phenomenon in which indirect influences (childhood experiences of parents, marital relationships, nature of social support and life events) trigger and/or maintain this distorted parent-child relationship pattern" (Lacharite, Ethier and Couture, 1996).

Pierce and Pierce present results of a study (Alessandri, 1991) about the play behaviour of 4-to-5-year-old children, comparing maltreated children and those not maltreated. It was found that maltreated children engaged less, and followed simpler and repetitive play; mostly, they touched the materials and used them in a stereotypical way. Alessandri based the interpretation of this behaviour on their insecure attachments which are the roots of developmental delay in their play and weakness in exploring environment. (Pierce and Pierce, 2007, p.36).

Okell Jones mentions that children under 3 years old show apathy or passivity, they are clumsy, careless and incapable to control their outbursts, not only to people but with objects like toys as well. They ignore them or they are confused about their usefulness. Preschool children, on the other hand, use toys roughly and they are cruel to animals which they may even torture. (Okell Jones, in Faller, 1981, pp.81-82).

Mary Ann was 7 years old. Once, coming back from school, she made a stop at a home where birds were bred. She stole three small birds and put them in her bag. When she returned to the Children's Home she tortured them until they died.

Adults who have been neglected as children do not feel 'acceptable' and lack social skills and security in their handling of relationships. Where their carers did not present adequate models, normal attachments and emotional relationships were not developed. Therefore, children could not learn ways of behaving which society accepts (Stevenson, 2007, p.82).

The social-peer domain is the most affected area in neglected children's lives. "Maltreated children typically have a number of social skills deficits, including difficulty in making friends and limited prosocial behaviours (e.g. sharing, initiating, and smiling). They also lack effective social problems solving or conflict resolution skills, which means they are more likely to use aggression as a coping method" (Goodman and Rosenberg, 1987; Miller-Perrin and Perrin, 1999; Wolfe et al., 1998 in Burrous, Horton and Cruise, 2001, p.22).

Children suffering from neglect due to maltreatment are characterised by social immaturity and for that reason their interaction with peers are fraught,

problematic, indiscriminate, aggressive and dismissive (Iwaniec, 2006, p.120).

Maltreatment generates difficulties for children to interpret and emphasise others' thoughts, beliefs and feelings, which is necessary for social competence.

Pierce and Pierce (2007) also add that children feel inadequate and easily lose control over their world. This starts from their inability to change their parents' way of rearing them, which is neglectful and inattentive (pp.56, 58).

Specialists such as psychologists report that stealing, shoplifting, firesetting and robbery are behaviours that may appear at the ages of eight, nine and ten years old (Howe, 2005, p.166). Talbor (1963) adds that there is a great correlation between parents' irascibility and rejection of children with behaviour problems like school failure, truancy, stealing and destructiveness (Mouzakitis and Varghese, 1985, p.102).

Moreover, stealing of things that are useless and meaningless to them points to the child's despairing effort for attention. For the same reason they behave with infantilism but parents perceive their whole attitude as a disturbing act of attention-seeking and not as attention-needing (Iwaniec, 2006, pp.36, 373).

Howe refers to Bowlby's ideas: disturbed and upset behaviour –children's inability to organise and model social experience, form a core concept of self, cope with anxiety, develop social understanding, make sense of other people and cope with social relationships – is the combined effect of: i) the loss of close relationship and disruption of bonds of affection; ii) failure of attachment figures to provide a reliable and secure base as well as to help the child contain feelings of anger in response to loss; and iii) development of defensive strategies, particularly

emotional withdrawal, to cope with the pain of loss and associated feelings of anxiety (Howe, 1995, p.97-98).

Erickson (1996) reports that the effects of neglect can be seen at neglected children's relationships with adults where they are uncooperative with low positive affect and with no sense of humour (Dubowitz, 1999, p.19).

Socialisation techniques consist of a system of regulations and principles, restrictions, discipline and permissiveness, incorporating exploration, guidance, self-control and self-independence, and role differentiation.

Neglectful families are often characterised by isolation because they are not open to other people and their advice. This may also be seen however from the reverse. Parents abandon children into the care of neighbours, friends or even strangers, assuming that they provide to the child opportunities to acquire self-care skills.

<p>I was removed from my home by social services when I was 8 years old because my parents were unable to raise me. I remember several unknown – not only by me – people who were coming to our home. Once, one of them helped me to take a bath. He told me that he was my father's friend but I hadn't seen him before. I didn't know where my parents were that day...</p>

“These children spend lot of time in isolation, away from normal family interactions, like playing and talking, given attention or affection, and this does not promote communication and development of interpersonal behavior” (Iwaniec, 1995, p.55). Iwaniec (2006, p.206) also characterises neglected toddlers as inactive and deficient in social skills.

She also adds that instead of stimulation, parents restrict children from exploration. They fail to engage children to see and do new things, and by not

encouraging them to develop interests or talents, they show no interest for children's successful school performance (Iwaniec, 2006, p.200).

Due to parents' inadequate care and supervision, children's dirty and slovenly appearance is one of the reasons that they easily become scapegoats of school peers and are stigmatised. This enforces inadequate socialization due to lack of knowledge of social rules and experiences and leads to "social exclusion" (Stevenson, 2007, p. 81).

In addition, Martin and Beezley, after studying 50 abused children, determined that these children were unable to enjoy life as long as they had negative and uncooperative attitudes (Rogers, Hevey and Ash, 1989, p.206).

Iwaniec also adds that emotionally neglected children have no experience of a system of giving and receiving in relationships and this is the reason they choose to be emotionally isolated in order to protect themselves from impending hurt (Iwaniec, 2006, p.37).

Neglected children seem emotionally flat, preferring to withdraw under stress rather than seek information or try new responses (Crittenden 1993, p.40, in Howe, 2005, p.116). Their relationships are characterised by a lack of reciprocity and by avoidance of or uncertainty or suspicion about others' feelings which are translated as threatening and rejecting. All these make them act very defensively (Howe, 2005, p.105).

In relation to discipline, neglected children find it difficult to manage themselves, which is understandable because they do not have any experience of setting limits; they lack self-control, and for this reason most of these children can

be typified as aggressive and hyperactive, reacting with disorganised behaviour (Kempe and Kempe, 1986, p.115).

Research conducted in Spain in 1993 which has to do with the observation of data on the Teacher's Report Form of the Child Behaviour Checklist showed that 24 physically neglected children out of 66 children obtained higher **scores** in behavioural problems and aggression on the total score of the externalized scale than the control group. Moreover, in the follow-up analysis it was indicated that both abused and neglected children had higher scores on the social problems, delinquent behaviour and attention problems subscales (Joaquín de Paúl and Arruabarrena, 1995, pp.409-418).

In disorganised neglect, children feel vulnerable and distressed. As they become older they become angry because they have worked out that this is the only way to attract their mothers' attention, which leads them to permanent feelings of anxiety and distress because of the fact that their carers are not able to keep them safe. In adolescence, the main motive of their behaviour, represented by impatience, immaturity, aggression and provocative behaviour, is to be noticed as valued and recognised by others.

This disorganised attachment drives children to have no trust in feelings and the information for future represents misleading. They adapt themselves in displays of feelings which are strongly self-cantered and coercive. (Crittenden, in Dubowitz, 1999, pp. 53-55).

Children with disorganized attachments need constant social stimulation; they are demanding, dissatisfied; they often play victim in order to gain others'

attention; having very low self-esteem, they approach other people while thinking in advance that they would be unavailable for them and they would be disapproving (Howe, 2005, pp. 126, 128-130).

Niki is a teenager and she grew up in a rejecting and neglectful family. In her relationship with her peers she is either a constantly recessive member of the group or a victim. In discussion with the social worker she explains: "I can't say 'no' to anything. At least, when I do what they wish I am with them and not alone. I don't know how to reach them differently".

In the more severe type of neglect, that of passive neglect, children's social and emotional processing capacities are extremely impaired or even cease to exist. Thus, children face the world with an integral passivity which does not allow them to react in any way to any kind of social contact and emotional attachment (Howe, 2005, pp.138, 140).

Peter (16 years old) to social worker: "I couldn't trust anyone. He [his father] told me to do so. You know, I couldn't trust you either. It took me time to see that all people can't harm you".

Previous techniques of socialisation are not applied by neglectful parents. On the contrary, they are indifferent and their offspring are rejected. Rejection by itself is a defective guide for the child's future life and prevents them from planning their life direction freely and move on.

Parents have unrealistic expectations from children on what they should or should not do. At the same time, they do not present good models so that the children have a clear picture of good behaviour (Iwaniec, 2006, p.200).

Tina had finished school at the age of 21 and she had already found a job. She was ready to leave the Home; she was happy about it but the social worker noticed a hidden hesitation. She discussed it with her and Tina revealed her fears: "I have been far away from them for years and yet I still feel their rejection and that terrible feeling of failure. They never believed that I would become someone

and they always found a chance to show it. Now watching myself ready to move on I almost don't believe it!"

Neglecting family is characterized by complete lack of guidance, boundaries, of a system of what is right and wrong, forbidden or permitted, of regulations and principles. Children's independence is distorted by parents and anti-social behaviour may arise.

Rita (17 years old) admitted the following: "Until I came here (to the Home) I thought that family meant people who live together without any equilibrium between them. I was sure that I would create this kind of family too. They (her parents) kept saying to us: "Who do you think can manage it better?"

"In two long-term studies in which quite large groups of juvenile delinquents were followed up, respectively for eight and thirty years, it was found that seriously antisocial youngsters and especially recidivists showed these tendencies while still young; that a high proportion came from neglecting, disrupted and broken homes" (Pringle, 1980, pp.87-88).

Gaudin, following the findings of research, characterises neglect as a predictor of delinquency even when race, gender, family structure, school attendance, grades and in-class behaviour were accounted-for effects (Gaudin, in Dubowitz, 1999, p.103). Parental rejection and lack of responsiveness are strong predictors of juvenile delinquency (Howe, 2005, p.99).

Neglectful parents prevent children from gaining the ability to make decisions on their own. On the contrary, either they neglect this need or they act in dictatorial ways (Iwaniec, 2006, p. 200).

Neglected children do not make responsible choices and the basis of their disturbed behaviour is their way of dealing with fear, threats and danger, by

making themselves superhuman, big, scary and powerfully dangerous (Howe, 2005, p.164).

The whole scene of rejection and lack of guidance indicates faulty preparation for the future. Children begin their lives with hesitation and a lack of confidence/sense of achievement.

Their behaviour is characterised by poor impulse control, hyperactivity, destructiveness and aggression against others and themselves. Their anger is especially demonstrated in their drawings, whose themes are chaos, blood, gore, evil and violence (Howe, 2005, p.163).

Findings of studies show that neglected children were passive and withdrawn, displayed less affection and initiated less play with mothers. Neglected preschoolers were found to exhibit less positive play interaction, with a lack of stimulation and active exploratory behaviour (Gaudin, in Dubowitz, 1999, pp. 97-98).

These children prefer to attack rather than to be dominated because through this kind of desperate behaviour they find a way to deal with their disowned internal working model which creates feelings of helplessness and vulnerability in themselves (Howe, 2005, p.179).

Widom, Czaja and Dutton examine the fundamental hypothesis that childhood victimisation leads to increased vulnerability to subsequent (re)victimisation in adolescence and adulthood. It was found that childhood victimisation increased the risk of physical and sexual assault/abuse, kidnapping/stalking, and having a family friend murdered or commit suicide, but

not for general traumas, witnessing trauma, or being a victim of crime (Widom, Czaja and Dutton, 2008, pp.785-796).

This faulty socialisation is a way through which the vicious cycle of abuse moves. For children, life is everything negative they have experienced in their family's abusive environment. This first social pattern of relationship is that of an unloving one. The most likely outcome is that the child will be unloving too (Iwaniec, 2006, p.38).

She also states that in the process of proper socialisation parents are aware, willing, and motivated to guide their children in the establishment of moral codes; they provide a socially appropriate model of behaviour so that the child can be in position to judge what is right and wrong, what should be done to others and what should not. All of this procedure enables parents' supervising, correcting, explaining, and giving instruction.

Neglectful carers offer rules which are hostile and inexplicable, or no rules or boundaries at all (Iwaniec, 2006, p.207). As a result, in an abusive relationship, which represents a loss of equilibrium, socialisation is faulty and the consequences are reflected not only in the child's social behaviour in his/her immediate environment, but in the whole of society as well.

Cognitive Development

There is a great risk of intellectual damage when serious emotional and physical neglect is inflicted on children (Perry, 2004, in Iwaniec, 2006, p.118).

Cognitive achievements are impaired by the “quality of verbal interaction which also extends to language development and ability” (Howe, 1995, p.66). In neglectful families not only do they not communicate but most of the time they stay mute; due to this deprivation language is greatly affected (Iwaniec, 2006, p.120).

Research results (1989) showed that 31-month-old maltreated children had less expressive language than non-maltreated children. They talked less about their activities and they had poorer vocabulary, using fewer descriptive phrases and sentences. Katz (1992) also reviewed inimical effects of neglect and physical abuse on language development and testified that neglected children demonstrated the most severe delays and disorders in language (Pierce and Pierce 2007, pp. 35-36).

“Expressive language skills of abused children have often been found to be poor (Elmer, 1977b). Again however, environment influences accompanying abuse are likely to be of major significance. In particular, a caretaker who is not interested in the child is unlikely to spend a great deal of time talking to him/her and hence there is inadequate input and practice for language skills to be able to develop. Lynch (1978) found language to be seriously affected, verbal IQ also suffering as a result” (Calam and Franchi, 1987, p.20).

In neglect's unfavourable environment, social and emotional isolation is a further contributory factor to the already adverse situation. This communicatory deficiency is evident in that neglected children can't play or communicate in their contacts with peers, instead "they stay 2-3 yards away from them and they just watch" (Iwaniec, 2006, p.120).

Outcomes of observations revealed that "... deprived physically and emotionally infants, with little experience of caretaker-infant interaction, appeared emotionally blunted. They were socially unresponsive and inattentive to the environment. Also they were retarded in cognitive and social abilities" (Browne and Sagi, in Waher, 1987, p.98).

A comparative study of 4-year-old children in nursery school and in residential nurseries proves the above: "...young children deprived of normal family life tend to have very limited knowledge of everyday activities which take place in the home and they are not even sure of the name for various parts of their bodies" (Bossio in Pringle and Kellmer, 1965, p.49)

Neurological studies indicate that deprivation in early stimulation, nurturing, and education and scant experiences impair the brain's development in seriously neglected children (Blakemore, 2005, in Iwaniec, 2006, pp.117-118).

"Abuse and neglected children with no evidence of neurological impairment have also shown delayed intellectual development, particularly in area of verbal intelligence (Augoustinos 1987). Problematic school performance (e.g., low grades, poor standardized test scores, and frequent retention in grade) is fairly consistent finding in studies of physically abused and neglected children

(Eckenrole et al., 1991; Salzinger et al., 1984; Wolfe and Mosk, 1983), the latter appearing the most adversely affected.” (Panel on Research on Child Abuse and Neglect, National Research Council of USA, 1994, pp.211-212).

Other negative impacts on the cognitive aspect of development are revealed by Gowa (1993) in a study from which it was concluded that quality of psychological care predicted IQ and language abilities particularly receptive language of children at age 2-3 years “... children who had been physically neglected had significantly lower scores, and at age of 3, those who had been inadequately cared for, either physically psychologically or both, showed less ability to engage in age-appropriate play” (Gowan, 1993, in Macdonald, 2001, p.103).

Erickson, Egeland and Pianta (1989) found that among maltreated children, the neglected have been found to have lower cognitive and academic achievement. This problematic situation was observed as worst in children at the ages of 5 and 6 whose mothers were psychologically unavailable and unresponsive (Gelles, in Dubowitz, 1999, p.284).

Wekerle and Wolfe’s (1996) study mentions that neglected children demonstrate cognitive and behaviour deficits and social-emotional problems such as low levels of intelligence and language ability, activities without discipline and extreme passivity (Gelles, in Dubowitz, 1999, p.284).

In a longitudinal study by Egeland, Sroufe and Erickson (1983; Egeland, 1991) it was found that 24-month-old neglected children lacked enthusiasm in problem-solving tasks and were more angry, frustrated and non-compliant

compared with non-maltreated children. Children at the age of 42 months showed very poor impulse control and less flexibility and creativity in problem solving. They had low self-esteem and they often withdrew. In terms of response to teachers' tasks, neglected children were incompetent, and had difficulty coping (Gaudin, in Dubowitz, 1999, p.96).

According to another study about cognitive development of preschoolers (Gowan, 1993) physically neglected children had significantly lower IQ scores at 24 and 36 months (Gaudin, in Dubowitz, 1999, p.97)

Piagetians emphasised the importance of searching and manipulating objects in one's environment as precursors to intellectual development. For an abused child these precursors are limited or non-existent. "A neglected child may often be restricted to a playpen for hours or even days on end" (Browne and Sagi, in Waher, 1987, pp.94-95).

In Wodarski's study (1990), neglected children were compared with non-maltreated children and it was found that the neglected were functioning and learning at below-average levels and were absent nearly 5 times more frequently on average (21.3 days) than the non-maltreated (4.5 days) (Gaudin, in Dubowitz, 1999, p.101).

The importance of parental presence and care for children's educational needs is underlined by both Piaget's and Vygotsky's theories and by other theories of cognitive and language development. In a relationship of neglect this kind of care exists only on a very low level or does not exist at all.

“Poor school attendance, whether due to recurrent illness or family disorganization, leads to discontinuity which slows academic progress. Neglected visual or auditory impairment disadvantages the child who is trying to read” (Hobbs, Hanks and Wynne, 1993, p.98).

In other research, it was found that “... neglected children have the lowest academic skills, and these deficits remained even after controlling for SES” (Burrous, Horton and Cruise, 2001, p.23).

As mentioned, some children suffer from the syndrome of a non-organic failure to thrive. Research which examined these children demonstrated that they score lower on verbal language development scale and show deficits in intellectual and academic functioning. During their young adolescence, they behave in a hostile and defiant way (Pierce and Pierce, 2007, p.38).

After the evaluation of autobiographical memories of positive and negative non-traumatic events among abused, neglected, and non-maltreated school-aged children, it was found that abused children’s memories were more over-general and contained more negative self-representations than those of non-maltreated children. (Valentino, Toth and Cicchetti, 2009, pp.1029-1038).

Neglected children are not able to move freely to explore their environment in an organised and purposeful way. On the contrary, they run about aimlessly and disruptively, full of fear and anxiety (Iwaniec, 2006, p.117).

Iwaniec also adds that these children present an inability to concentrate because of the great distress that they experience which is aggravated by the fear of criticism that they may receive from teachers and peers about their

poor or unsatisfactory school progress and inconsistent attendance (Iwaniec, 2006, p.210).

Alex (17 years old) was living in a Children's Home when he exclaimed bitterly to the social worker: "The housemother complains that I don't read. On the one hand she is right, because my future depends on it, but on the other hand she can't comprehend that every day I'm having a battle. A battle to answer my constant 'Why was I neglected by her (his mother)?' I can't stay in my room and study! I'm suffocated!"

The school environment is a fundamental factor because socialisation takes place through educational programmes and interaction between children and between them and their teachers. Due to neglect, such children display different social behaviour than that which other children with secure attachments display. Howe elucidates the above thoughts:

According to attachment theory, children who have experienced non-attachment are unable to control aggressive impulses and feelings of frustration. When they are in their early school years they are prone to throw temper tantrums. They do not enjoy good peer relations and are somewhat quarrelsome. Consequently, they are often unpopular with those of their own age. They also have strikingly low levels of concentration. (Howe, 1995, p.106).

"Children who experience irritable and ineffective discipline at home, and poor parental monitoring of their activities, together with lack of parental warmth, are particularly likely to become aggressive in peer groups at school too. Antisocial behaviour at school is likely to be linked to academic failure and peer rejection" (Patterson, DeBaryshe and Ramsey, 1989, in Bryant and Colman, 1995, p.19).

Neglected children lack features that are needed for adapting to their environment, while other children are equipped for this; for that reason they cannot either control their behaviour or communicate effectively (Kemp and Kemp, 1986, p.118).

“Teachers’ ratings in preschool placed them low on emotional health, self-worth and confidence, with the suggestion that such children were more likely to see themselves as bad and unworthy”(Sroufe 1989:87-8). “Teachers describe these children as emotionally isolated, anti-social and attention seeking” (Howe, 1995, p.131).

“The emotional and cultural climate of home, as well as parental involvement and aspiration, can foster, limit or even impair intellectual growth. Potentialities for learning may be developed to the full, be disorganized or remain unrealized according to nature of child’s environment” (Pringle, 1980, p.43).

The same source believes that the concept of learning has a wider meaning since we meet it at the child’s very early ages. Crawling, walking, running and climbing are experiences and ways of exploration. He also presents learning as a diet for mental development with two ingredients, those of play and language.

In a neglectful family there is disapproval and discouragement on the part of parents who do not care about the child’s progress and evolution. Thus his/her “... features will be passivity, fearfulness, frustration or irritability, and there will be little joy or satisfaction” (Pringle, 1980, p.43).

“Children are deemed subject to educational neglect when they are denied services and provision necessary for development and well-being” (Macdonald,

2001, p.69). “In the mind of a neglectful carer, a child finds only the thinnest of mental representation of self and its needs – a virtual blank” (Howe, 2001, p.23).

Fanny was 6 years old when she came to the Home and she was like a small wild beast. She had grown up in parks because her parents rarely had a home. She couldn't imagine when it was time to go to school, that she would have responsibilities even at such a young age. She almost lost the first year of elementary school because of her difficulty in adjusting. Her father influenced her social attitude very much. “It isn't necessary to work so much at your homework. Education won't give you anything more than to make you a slave to employers.” The child listened to him and she didn't read, until she went to high school and, there, she realised her huge educational gaps. She made a big effort to improve but this wouldn't have happened if she had stopped listening to her father.

A similar opinion about parents' role in the cognitive level of development is as follows: “Parents promote intellectual growth in children by holding aspirations for them, and by caring in ways which promote independence and the building of desire for achievement; by giving experiences which are stimulating, especially conversations” (Smart and Smart, 1967, p.413).

A social worker from a Children's Home reports that 5 to 10 children from the Home who attend elementary school have speech and learning problems.

Ellerstein gives the results of a study which reveals that 66% of neglected children had reading disabilities (Ellerstein, 1981, p.97).

“Cognitive effects of abuse range from attentional problems and learning disorders to severe organic brain syndromes. Behaviourally, consequences of abuse range from poor peer relations all the way to extraordinarily violent behaviours” (Panel on Research on Child Abuse and Neglect, National Research Council of USA, 1994, p.208).

Some of the consequences of child maltreatment are:

- ❖ “Low standardized test scores – especially in reading, math and language.
- ❖ Impaired curiosity and creativity
- ❖ Difficulty in focusing or sustaining attention
- ❖ Truancy or absenteeism may be to avoid feeling stigmatized or in order to feel safe” (Burrous, Horton and Cruise, 2001, p.32).

In depressed neglect, children are isolated and wander around aimlessly; they lack imagination and laughter. At school age, although they are not disruptive in the classroom, they can’t concentrate and academic achievement is poor (Howe, 2005, pp.137-138).

Research that was conducted by Kent, concerning groups of abused, neglected and low-income school children, found that 82% of the neglected group were judged as doing below-average or failing work at school, and available IQ scores for the same group revealed that 78% of the neglected children had IQ’s of 89 or below (Browne and Sagi, in Waher, 1987, p.96).

According to Okell Jones, “neglected children’s energy is consumed in trying to create some source of order and security for themselves out of confusion and unpredictability and in struggling with identity problems”. This indicates some of the reasons that neglected children not only face many problems in educational progress but also “... gradually lost interest and motivation in school work, and performance deteriorated” (O’Brian, Chung, Ling and Rhind, 1997, p.91).

Christina was 14 years old. Her parents neglected her and for this reason she grew up in a foster family. One day she admitted to the social worker: Everybody in the school thought that I was sleeping on my desk. No, I wasn't sleeping at all! I was having a struggle with my thoughts that my father hadn't come to see me and he wasn't caring for me. It was an unequal battle. Who could really understand what was going on in my head and the real reason for which I was leaning on the desk!

Research findings show that maltreated children were two years behind in verbal performance and mathematical ability, they were failing in one or two subjects, and had poor school performance, attainment, and attention in classroom; they may be truants from school and exhibit self-harming behaviour in order to gain attention. They may seek attention in several ways, but at the same time they are uninvolved with others.

They try to be the “good kids” for the teachers and for that reason they offer themselves without ability to gain assistance for what they are asked to do, but only to complete their need to be wanted and appreciated (Iwaniec, 2006, pp.121-122).

A study which investigated the relationship of child abuse and neglect with academic achievement and discipline problems in the school-age population found that maltreated children performed significantly below non-maltreated peers in standardised tests and grades and were more likely to repeat a grade. They also had significantly more discipline referrals and suspensions. Neglected children showed the poorest outcomes on academic performance in comparison with other maltreated children (John, Eckenrode, Laird and Doris, 1993, pp.53-62).

The same results were found in research which examined the effects of child neglect, both alone and in combination with abuse, on academic

achievement and school disciplinary problems for elementary, junior high and senior high students. Neglect alone and neglect in combination with physical or sexual abuse was related to lower grades and more suspensions. The combination of abuse and neglect had a particularly strong effect on the number of disciplinary referrals and grade repetitions, and students in junior high had the highest number of grade repetitions. The number of disciplinary referrals continued to increase through senior high for both neglected and abused/neglected students. Interestingly, academic performance of all subjects dropped during junior high. (Kendall-Tackett and Eckenrode, 1996, pp.161-169).

After examination of child development, it can be concluded that four aspects of it are mutually connected and interact one another. For instance, the child's cognitive progress depends on:

- having emotional security and the level of self-confidence felt by children, which belongs to emotional level
- good physical condition and healthy home environment, which belongs to physical development and finally
- social attitudes that have been taught by parents towards education, which is in the social level of rearing.

Thus, if one of development's aspects is deficient then the others will be negatively affected. In the case of neglect, if even one level is missing, the results will be apparent in the whole picture of the child's development.

CHILDREN'S HOMES AND THE SOCIAL WORKER'S ROLE

According to the Children Act, the term “family” refers to any person who has parental responsibility and to any person with whom child has been living (Davison, 1995, p.25).

Parents/carers should offer to children everything needed to grow, develop and become active members of society. When parents/carers do not fulfil this duty, the child's development is inadequate; the environment becomes negative and potentially dangerous and his/her life and well-being is predicted to be unsafe in future.

When such inadequacy takes place, the child is identified as being “in need”. According to the Children Act 1989 the latter situation exists when the child:

1. is unlikely to achieve, or maintain, an acceptable standard of health or personal development;
2. significantly suffers in physical development;
3. is disabled. (Davison, 1995 p.24).

“...the family's influences have been shown to be closely and directly associated with emergence of social and behavioral difficulties” (Cameron and Maginn, 2009, p.48).

Many factors that were mentioned in the previous chapter are to blame for such family deficiency. Under these circumstances, the state and its laws move to protect the child and undertakes his/her care.

According to Tronto, care, involves attentiveness, responsibility competence, responsiveness and integrity (assessing the social context, political aspects and potential dilemmas and conflicts embedded within this). She also emphasises that care is a process and it can involve conflict (Tronto in Holland, 2009)

Residential care represents one form of child's care.

Furnivall and Stevens appose three types of residential provision:

a) Holistic therapeutic approach. Children's Homes are therapeutic communities, organised on the theoretical basis of the psychodynamic, according to which members of staff work effectively and deal with unconscious defensive reactions in a holistic way and independently of therapeutic hours, group work or unit meetings.

b) Discrete therapeutic approaches. Members of staff respond to residents' reactions in an immediate way at the time of the event, given the opportunity. A branch of this approach is called "lifespace" which is based on daily life experiences which staff and residents share and communicate. The aim of communication is to achieve meaningful relationships which would lead, on the one hand, to children's realisation of their strength and the conscious use of it, and on the other to staff knowledge and understanding of children's behaviours.

c) Cognitive behaviour approaches, which deem that changes in children's behaviour can occur through understanding, interpretation, and alert thinking of life events. Thus, emphasis should be given on social skills, self-control, and self-instruction (Furnivall and Stevens, in Kendrick, 2008, pp.198, 200-201, 203-205).

Maier presents the components of care: Bodily comfort as well as physical orientation, is basic to personal care.

Clients need assistance with entering, coping, and moving forward into their new situations. It follows then that we need to guard against stripping individuals of their transitional objects as they enter in...Residential setting... continuous contacts with a previously supportive person are not only a helping bridge, but are essential for the child as transitional contacts. Differentiations ...children are quite different in temperament. These differences bring about distinctly varying patterns of interactions with as well as by their caretakers, Rhythmic interactions, the synchronization of child and caring adults share moments of moving ahead together, The element of predictability, to know which things will happen in the immediate future lends a sense of order and power, Dependability, the continuous and very personal involvement in the caring process fosters a dependence to the point that child and adult deeply care for each other, Personalized behavioural, training fostering self management and enriching children's behavioral repertoires are intimately linked with the formation of close relationship with the caregivers.

Care for the caregivers which can only be received to the extent that the caregivers are personally prepared and ready to engage in these interactions.
(Maier, 2008)

In England and Wales, the Children Act (1989) has played determinative role in terms of child protection. The Act of 2004, offers guidance for children's care which must provide for and ensure their safety, health, enjoyment, achievement and a positive contribution to economic well-being. The Act of 2008, the most recent legislation, aims, via legislation, to improve the stability of placements and improve the educational experience and attainment of young people in local authority care or those about to leave care. (Allain and Cocker, 2008, p. 28). (Allain and Cocker, 2013, p. 33)

Winter apposes the child's right-based approach which requires social work practise with children to based on the rights that UNCRC highlights: non-discrimination, the best interest principle, the child's right to life, to survival and development, to free expression of his/her views and feelings which will take part through child's choice means, and their right to be heard. She also adds that every child's and social worker's communication should be indivisible where there is an exchange of ideas, and the control of the process is shared rather than dominated by the social worker. (Winter, 2011, p. 73, 90, 99, 107, 138).

Bijleveld, Dedding, Bunders-Aelen suggest on that : "The professionals have to maintain a balance between the child's right to participate and the child's right to be protected, as well as between the need to gather evidence and the child's entitlement to give information on his or her own terms." (Bijleveld, Dedding, Bunders-Aelen, 2013)

In a study by Goodyer it suggested that understandings from the sociology of childhood would enable social work to employ wider, macro under standings of looked after children, identifying issues that need to be

approached or challenged at a structural level. In moving away from a dependence on psychological, social work would be better able to deliver on the social policy agenda for looked-after children. (Goodyer, 2012)

Daniel studies the resilience-led perspective to social work practice with vulnerable children especially with neglected, because it can offer secure base self esteem self efficacy so that neglected children to cope, survive and even thrive in the face of great hurt and disadvantage (Daniel, 2005).

The same source lists external and internal factors which are responsible for resilience and bear better outcomes for young people in care.

External factors are: at least one secure attachment, access to wider support and positive schooling and/or community experiences.

Internal factors are: creation of senses of security, self-esteem, and self-efficacy.

For internal factors she recommends five strategies to accomplish the nurturing of resilience:

1. Reduction of vulnerability and risk by giving children a purpose, encouragement and hope for their future lives;
2. Reduction of stressors and 'pile-up' by allowing them to deal with issues and risks;
3. Increased availability of resources. There is evidence that with new positive patterns, children can develop trustworthy and supporting relationships, in which their individuality will be appreciated;

4. Mobilisation of protective processes by improving their ability to appraise situations and follow appropriate strategies;

5. Fostering of “resilience strings”, which may include a secure base, education, positive values, and social competences (Daniel, in Kendrick, 2008, pp. 62-63, 65, 67-70, 72-73)

In terms of children in care, there are two routes: a) via accommodation, where the family, having parental responsibility, is supported by local authorities on the child’s needs and development; and b) via court involvement and care proceedings. According to the latter, children in need may be the subject of Emergency Protection Order, Interim Care Order or Full Care Order. In all cases parental responsibility is obtained by the local authority (Allain and Cocker, 2000)

“The most frequent substitute care option is foster care. In England in March 2008, 71% of all looked after children were placed in foster families whilst only 11% were living in children’s homes or hostels. Whilst many children who enter the care system stay for brief periods only, a considerable number of children spend significant portions of their childhood in care. On 30 September 2007, there were 44 200 children in England who had been looked after continuously for at least 12 months” (Department for Children, Schools and Families 2009, 14, pp 147–1558, p.18). (McAuley, Davis, 2009)

Gibbs and Sinclair found that Children’s Homes have five main purposes:

a) Receive children in emergency situations from the community and return them as soon as possible to families;

b) Provide a 'decompression chamber' to those whose families are broken down and those who need time for recovery or to make decisions for what is to follow;

c) Provide treatment for those who appear to have behavioural problems or make arrangements for them to be settled in other settings;

d) Offer long-term shelter and upbringing;

e) Offer training in skills of independent living.

The same source also found the following concerning the successful functioning of Homes:

a) Consistency between all levels of management;

b) Staff training is a key mechanism for improving quality, as much as constant evaluation and development;

c) Good order was associated with small sizes of Homes and large numbers of staff members;

e) Staff unity and agreement are crucial in a specific regime and the culture of the Home;

f) Residents' acceptance of Homes' terms of acceptable behaviour was highlighted as important.

Finally, they emphasised the necessity of staff's effort to real listening and careful attention to what troubles children (Gibbs and Sinclair, 1998, pp.241, 251-254).

Research revealed that children cite breakdowns in relationships with their family as the main reason of being residents in Homes. Homes constitute for them halfway houses: a bridge to independence which would include the relationships and contacts with parents. For this independence, they expect support from a variety of sources, among them offers of support by the staff (Gibbs and Sinclair, 1998, pp.51-52).

More recent research showed that the main reason for entry in Homes in a population of 59 participants 30 of them was due to neglect or abuse, 11 for family dysfunction and 9 for family acute stress. (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010, p. 24)

Other research findings reveal that Homes' effectiveness is linked to the clarity of working methods and the therapeutic orientation of the head of the Home. The latter should have a say over admission, continuity and nurture of staff. Finally, quality of care correlates with the staff's ethics (Berridge and Brodie, 1996, pp.155, 158).

Current policy for looked after children focuses on health, emotional needs, improvement of education, and good quality of social work practice (Allain and Cocker, 2008, pp.7-8).

In 2010, a revised suite of regulations, guidance and National Minimum Standards for Children's Homes was published, providing a new statutory

framework for the residential child care sector. Among other things, it was emphasized the importance of the quality of children's relationships with residential staff, an increased emphasis on care planning, giving an enhanced role to Independent Reviewing Officers. Care planning must include the development of an individual placement plan, to facilitate delegation of responsibility for day-to-day decisions and so support staff to take a more normal 'parental' role. The guidance also emphasizes the need to support staff and develop their skills in implementing a coherent behavior management policy within each Home (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010, p. 6, 7)

Research results revealed that children and social workers expect Homes to provide security, comfort, care, and no restrictive regime. They prefer Homes not to represent an environment which allows development of delinquent culture. They expect staff to be ready to listen, be friendly, respect children's privacy, and make them feel free to express their thoughts (Gibbs and Sinclair, 1998, pp.74, 175, 197).

Archer, Hicks and Whitaker (1998) add that for effectual outcomes, the staff of a Home needs to have knowledge of:

a) Personality dynamics and human development, to understand how people protect themselves from trauma and emotional pain, and how they behave in new environments and experiences;

b) Social and clinical psychology, in order to acknowledge characteristics of young persons' interactions and to understand their behaviour in groups;

c) Organisation and network dynamics, to use information and all kinds of contributions;

d) Cultural and social anthropology, to understand harmonious or inharmonious cultures (Archer, Hicks and Whitaker, 1998, pp.232-233).

In a recent research into residential settings in England was found that “the care staff was generally an experienced group, as over two-thirds had worked in children’s residential care for six years or more and nearly one third had done so for more than ten years”. (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010, p. 21)

According to Burton (1993), Homes’ managers’ good handling of bad situations and incidents amongst residents and staff members needs them to spend time with staff members to hear and understand what they are saying; relate every incident to the atmosphere in the whole Home and be aware of their actions on current and previous incidents; determine whether staff are involved in such incidents, and offer mutual support to all residents; make clear that actions will be based on consideration of members’ and residents’ well-being; aim at making decisions which will prevent similar situations from occurring in the future (Burton, 1993, pp.33-34).

Effective management of Homes requires management’s ability to see staff capabilities and enable them to achieve identified goals on behalf of the residents. This demands effective staff skills to be developed by supervision, education and training; encouragement of confidence by supporting them, sharing roles and responsibilities. Managers need to achieve a balance between retaining their

decision-making authority and staff empowerment. Finally, it is important to treat them fairly (Byford, Gibbs, Hicks, Weatherly, 2007, pp.72-73, 92).

Cameron and Maginn (2009) suggest that a good Children's Home is one where carers, managers, social workers and everyone involved set clear boundaries and have a warm perception of children's inner strengths and help use those strengths to fulfil goals (Cameron and Maginn, 2009, p.68).

Every Home should function in the best interest of the children. The ideal outline for that is the concordance between three types of structural goals : the societal goals which represent the overarching principles and values determining children's raising in our society; the formal goals which are all these that a Home should provide in order to assure a stable, caring environment that complete children's primary needs; and finally the belief goals , being expressed by the manager, about the above goals and the ability of the Home to work effectively and meet children's needs. (Brown, Bullock, Hobson and Little, 1998, p. 60-61).

Furthermore the same source, introduce the term of culture response which consists of staff and children reaction in the same way to events and tasks, especially in the five areas of: family and social relationships, social and antisocial behavior, education and employment and physical and psychological health. The combination of structural goals and staff - children culture in a Home defines the outcomes of Homes.

Their study of nine Homes in England and Wales showed that "...concordance between Home's structure and culture (staff and child) results in a

good Home, and a good Home leads to better outcomes for children. (Brown, Bullock, Hobson and Little, 1998, p. 73, 86, 116).

Vostanis apposes some characteristics of residential care which could constitute risks in the effort to meet children's needs: multiple carers, staff turnover, difficulty in the provision of boundaries, variable and constantly changing staffs' skill. (Vostanis, 2016 p. 42)

He also recommends for better outcomes a clear framework and evidence-based practice and intervention, flexibility and innovation to be combined with the evidence-base and theoretical clarity, an adaptation of the approaches with particular children's characteristics and staff's training and supervision. (Vostanis, 2016, p. 90).

Törrönen points that a Children's Home should complete the definition of a place which creates a sense of belonging, a feeling of homesickness, a center of activities, intentions, experiences and significant moments where every person will be visible. (Törrönen, 2005).

Every country has laws to protect children and sets rules on the foundations and institutions created to serve children in need.

The United Nations Convention on the Rights of the Child (1989) has been ratified by and exists as law in the Greek state since 2 December 1992, targeting the consolidation of children's basic rights to life, survival, development, evolution, protection and participation (Staurianaki, 2000, p.193).

The Greek Penal Code embodies many provisions of law, to punish persons who are responsible for the protection and supervision of children but, in spite of this, cause, by action or omission, physical or emotional damage to child.

In particular, the provisions of Clause 312 of the Penal Code do not confine themselves only to the results of a caregiver's abusive actions towards a child but also refers to similar results caused by omission. This kind of behaviour by a caregiver constitutes the term "neglect". Specifically, it refers to the responsibility of caregivers to provide nutrition, guidance, medical care and education as well as the consequences of their failure to undertake this. The expected penalty is a minimum imprisonment of three months, extending to five years if more serious felonious action takes place, such as child seduction, rape, infanticide, etc. (Salkitzoglou, 1988, p.249).

In its report of 2002, the UN Committee on the Rights of the Child, in relation to the legal measures that Greece had taken in respect of its children, commented on the country's failure to implement its framework for the protection of children's rights effectively.

In terms of child abuse and neglect, there is an absence of statistical data. Statistics on medical, social services and resources data are all gathered in Athens only (Action Plan for Horizontal Reticulating and Coordination of Child Services and Carriers, Department of Health and Social Solidarity, 2009, pp.67-69).

According to Papouli (2006), the Greek residential system for abused and neglected children is characterised as disparate, because of the lack of institutional

law which would refer to the basic principles and terms of reference for all institutions and Homes (Papouli, 2006, pp.121,122).

In 2003, an independent service, Child's Advocate, which is a globally acknowledged institutional law, emerged in Greece under Clause 3094. Since then, the "Child Circle's" competency to search and intervene on issues of the violation of children's rights occurring in the public sector, private organisations and families, was established (Papouli, 2006, p.122).

Greek welfare policy states that child protection can take a variety of forms:

1. Direct help through social services to parents to face their problems and attempt a new start.
2. Direct help through solutions of particular problems that brought family into difficulty.
3. Due to severity of problems, temporary or permanent removal of children from a harmful environment.
4. In some cases, a combination of these strategies.

In the third category there are alternatives of options that depend on the individual case.

1. Temporary removal of child and placement for adoption.
2. Temporary removal of child and placement in foster family until long-term solution is found.

3. Temporary or permanent removal and placement in Children's Home.

The Greek care system's current policy continues and amplifies an institutional kind of children's care, appearing to be a central alternative form of childcare which neglects other forms of child protection and welfare (Papouli, 2006, p.119).

The Greek care system is at a very low level in terms of adoption and fostering and consultative centres. There is a complete lack of state programmes to support and financially help isolated and problematic families (Agathonos, 1998, p.265).

Research in 2002-2003 showed that 2173 children, or 1% of the total population of children of 0-18 years, are in care. The ratio of institutional to foster care is 4:1, a common finding among southern European countries in which family support systems seem to act as barriers to care entry. Nevertheless, this ratio is slowly changing, following the decline of requests for residential care and the growing need for fostering (Agathonos, Sarafidou and Stavrianaki, 2004, p.100).

According to the Health Department's research between 2006 and 2007, concerning children to whom help was provided by public services, out of 37, 48% were neglected; of 35, 22% emotionally abused; of 30, 70% physically abused; and of 25, 99% sexually abused.

The percentages of help provided by private and voluntary services for children were: of 28, 17% due to neglect; of 24, 65% emotional abuse; of 20, 42% physical abuse; and of 16, 90% sexual abuse (Action Plan for Horizontal

Reticulation and Coordination of Child Services and Carriers, Department of Health and Social Solidarity, 2009, pp.131, 167).

“Although there is legislation in relation to abuse and neglect, in the Greek reality, the abused and neglected child is unprotected because of the lack of a competent reporting system. This fact not only leaves children unprotected but also creates extreme obstacles to social workers and to other specialists in the operation of cases that fall under the District Attorney's office or police notice. It is obvious that the existing abuse reporting system, as set out by law, is not effective; hence, 90% of the cases are not drawn to competent attention” (Mouzakitis, Salkitzoglou, 1987 in Hatzifotiou, Anousaki and Gianoulakou, 2003, p.213).

The findings of a study by the Child's Health Institution in 2002-2003 in Greek institutions of social care, provided by the Greek Orthodox Church, non-government and voluntary organisations, “... revealed that the most common reason for entry into Children Home is ‘family difficulties’. Abuse is rarely reported as such, while neglect, after discussion with staff, may be disclosed as the reason.

‘Family difficulties’ are presented as: Family crisis, chronic or acute, may encompass mental and/or health problems, neglect, discordance with violence, ‘dangerous’ environment for child's moral upbringing and children's problematic behaviour which cannot be tolerated ... poverty remains the significant underlying reason for entry into Children's Homes” (Agathonos-Georgopoulou, Sarafidou and Stauvrianaki, 2004, p.101).

A statement about what a particular Children's Home represents needs to be offered, which "... should include a range of information, including some indication of the ethos or guiding principles of the Home, a description of what it does and the manner in which care is provided. Aims and objectives should be 'as concrete as possible, clearly attainable and capable of being measured'. Statements, therefore, have an important role in setting out what the Home is trying to achieve and also in defining characteristics of resident group" (Berridge and Brodie, 1998, p.85).

In the Greek welfare system, Homes that belong to the state, such as Children's Cities, set out their statement with the following philosophy:

"Children's Cities and Centers of Child's Care were created to offer accommodation, education, emotional support, protection and any other kind of care that consist child's development in familial environment. We want Homes to represent, real home, big family that care and protect members until they become adults and be able to claim equally their rights in life and happiness" (Structure and Actions of Social Welfare, Children's Cities, Health and Welfare Department of Greece website, 2004).

Although local Welfare Offices of the Health and Welfare Department supervise private Homes, they are free to follow their own, independent system of childcare. For this reason, they set down a statement of their functions in which they explain reasons of the Home's foundation, and the ways that will contribute to child's development and care. They are obliged to set out this statement to the Department of Health and Welfare.

Private Homes are separated into two large categories. In the first, children are separated in small groups with caregivers who are responsible for the largest part of children's upbringing and play a very important parental role in their lives. These are the SOS Villages and some small private Homes. The core of the purpose and functions of these settings is a new familial environment and parent–child relationship.

In the second category, Homes also follow a system where relationships play a special role, but not as strong or familial as in the first category. Here, staff members are called childcare officers and take care of children with help from professionals like teachers and social workers.

Armbatzoglou (1996) characterised children as offspring of their history and interactions of a variety of factors that surround them (family, wider social-relative environment, friends, school, etc.). Thus every child in a Home should be seen as part of this history and through his/her strong interaction with Home's environment. These children came from deprived relationships and for this reason we have to offer extra care (Armbatzoglou, 1996, p.53).

Filippou suggests that Homes should offer an experience as close to the familial model of children's upbringing as far as possible. In particular, she expresses the following needs:

- ⤴ Working as small units within neighbourhood.
- ⤴ Every child maintains individuality with freedom of expression and options.
- ⤴ Providing opportunities of education and socialisation.

⤴ Children to come into contact with the services of the local community, and have social and friendly contacts with children outside Homes so that a natural method of connection with the local community is ensured.

⤴ Child's future to be planned with the natural family's collaboration.

⤴ New relationships and interactions to offer therapeutic and remedied experiences (Filippou, 1998, p.333)

Research findings in Greek Homes indicated that the Greek childcare system needs reorientation so that Homes address the real needs of children, within a changing society evoking new phenomena affecting the family (Agathonos-Georgopoulou, Sarafidou and Stauvrianaki, 2004, p.112).

“The program of a Home seeks to serve the complete development of children. This process follows two methods: a) planning of children's daily, individual life and of staff's work in the Home; b) the facts of children's lives' before entry into care are appreciated as important.

An essential precondition to planning and implementing such an environment is the staff's training and sensitisation. Basic procedures for this are: Development of forms and structures of familial types of children's lives, occupying children's with creative pursuits in their free time, children's participation in buying of clothes and food, supervision of young children doing homework and reading, personal time and space” (Polihronis, 1998, p.321).

Research findings showed that unlike other European countries, stability of employment characterises Greek state Homes. Regarding this, Agathonos declares: “On the one hand it is positive for children as there is no turnover in

caregiving; on the other hand, the staff's identity as civil servants with low-profile jobs, limited or no continuous education, and supervision and burnout may be harmful factors for children, especially those who have little or no contact with family" (Agathonos-Georgopoulou, Sarafidou and Stauvrianaki, 2004, p.102; Voria, Sarafidou and Papaligoura, 2004, p.168).

Other findings of research in Greek Homes showed that the stability of staff did not result in – as might have been expected – close personal relationships between staff and children (Vorria, 1998, p.216).

For Filippou (1998), people who work in Homes should:

- ✧ Accept a specific position after a free choice;
- ✧ Be people who can manage changes or interventions;
- ✧ Work as a team and have contacts with other colleagues and groups at other Homes to share their experiences and support each other;
- ✧ Have continuous training and education on issues of children so as to obtain what are called "common tools of action" and "common scientific words" (Filippou, 1998, p.333).

For residential workers, Burton (1993) strongly supports the idea that good self-management with regard to their personal ideas, beliefs and principles is most crucial; it brings changes of staff's behaviour to children for the better, and leads to effective management of their work, especially in times of crisis. In addition, when members of staff attempt to be aware of their feelings and express them with confidence, as well as when acting with authenticity and creativity, they then

connect their practice and interaction to fundamental drivers of success.

Awareness, supervision and constant self-examination for meaning and motivation contribute to this (Burton, 1993, pp.24-26, 31).

Cameron and Maginn (2009) present the pillars of good parenting and suggest activities for residential carers in order to consolidate these pillars.

a) Provision of primary care and protection which can be accomplished by attending to the child's appearance, ensuring good health, helping the child to succeed in school and celebrating successes.

b) Encouragement of secure attachments and building warm relationships by showing affection, having consistent caring behaviour, spending enjoyable times with them, and sharing times to discuss the child's point of view.

c) Promotion of positive self-protection by encouraging children to take responsibilities, try hard to achieve goals, recognise skills, and identify strengths.

d) Ensuring sense of belonging by personalising bedroom accommodation, encouraging friendships inside and outside the Home, valuing cultural affiliations.

e) Enhancement of resilience by ensuring stability and continuity in care, providing a carer as mentor.

f) Teaching self-managing skills by teaching self-reflection, setting limits and behaviour tasks.

g) Improvement of emotional competence: carers should understand their own emotions and then the children's emotions, teaching empathy, explaining

reasons for requests, maintaining adult role during conflicts but apologising when wrong.

h) Development of personal responsibility by discussing relationships and discrimination in trusting others, teaching children how to take decisions in a responsible way, developing their altruism (Cameron and Maginn, 2009, pp. 24-45).

Cairns (2002) concurs, stating that if carers desire to provide an environment which promotes secure attachments, then they must meet children's needs for affective attunement and consistency, should respect the child as a unique social being who has rights and help him/her to feel sociable and lovable (Cairns, 2002, p.70).

Fahlberg agrees, saying that when social workers and parental figures allow and encourage children's feeling's expression at the same time they encourage attachments to be built. (Fahlberg, 1994, p. 50).

Key elements for a relationship between carers and children constitute a reciprocal communication and establishing security and reassurance. (Foley, Leverett, 2008, p.56).

TYPES OF HOMES

In the British system, Children's Homes are based on Children Act and include:

1. Community Homes. Applies to "children looked after by local authorities placed in their own open or secure accommodation" (Department of Health, 1991).
2. Voluntary Homes. Children are cared for by persons or by non- profit organisations (Department of Health, 1991).
3. Private children's Homes.

According to a survey conducted by Price Waterhouse in 1996, there were 836 community homes run by local authorities, 64 voluntary and 202 registered (private). (Utting, 1997, p.22).

Research showed that until 2011, 65.520 children were in state care. "20.000 of these children who Bullock, et. al. (2006) regard as growing up in care" (Cocker, Allain, 2013, p. 44)

Dickens et al. refer on the local authority social services in England conflicting pressures—to reduce the numbers of children becoming looked after but to ensure their safety and to offer a high quality service for children who do become looked after, but within the limitations of staff levels, foster care availability and finances. They recommend ensure that (i) resources are used effectively and efficiently to enable children safely (ii) only children who genuinely need to be are permanently separated from their birth families and

kinship groups; and (iii) that the care careers of all children who become looked after are managed effectively and efficiently. The creative and flexible use of different placement and legal options can help to achieve this objective. (Dickens Howell, Thoburn, Schofield, 2005)

After research in 1995, Berridge and Brodie (1996) found that the main factors that lead to care accommodation were behavioural problems, abuse and neglect. Most of the children had multiple problems and severe difficulties in several aspects of their lives (Berridge and Brodie, 1996, p.83).

In England, the main reasons that 60,000 children are in care are rejection, abuse and neglect, entailing emotional impairment, and the results are poor social, educational and economic outcomes (Cameron, Maginn, 2009, p.9).

Research in 45 British Homes in 2007 showed that 37.4% of youth came from a single-parent family, 15.8% were living with both birth parents and 24.9% in families with the birth father. According to social workers, few families showed care, acceptance, understanding and encouragement to children, and even fewer had clear expectations for them.

Social workers also revealed that residents' prime problem in their families (nearly 32%) was abuse (physical, emotional and sexual). Before they entered Homes, the major behaviour problem was school truancy and exclusion, followed by delinquency with 16%.

They characterised these children with very low self-confidence. The effect of the Home had been 'neutral or mixed', mainly regarding education and self-confidence. A total of 80% of the young people underpinned the above,

saying that the placement had helped them (Byford, Gibbs, Hicks and Weatherly, 2007, pp.40-42).

The Greek Ministry of Health and peripheral systems of health and welfare, which function as decentralised services of the ministry, operate:

A. Public Homes

Institutions and organizations that belong to the state but maintain partial autonomy in terms of jurisdiction (Papouli, 2006, p.118). To this category belong:

1. Centres of child care for separate sexes;
2. Children's Cities (Pedopolis): units of social care, support and protection offered to children until the age of 18;
3. Babies' Centre ("Metera"): children's protection and adoption organisation for those less than 5 years old with turnover. (Agathonos, Sarafidou and Sravrianaki, 2004, pp.100-101).
4. Other support services for abused and neglected children and for families that face problems.
5. Child's Health Institution, which is concerned with child abuse and neglect, and conducts research in Greece, frequently with the collaboration of European organisations.

B. Private Homes

Institutions and organizations that are founded by the Greek Orthodox Church, non-government organizations and volunteer associations. They are monitored by local Welfare Offices. In this category belong:

1. Orphans' Homes. The official Greek Orthodox Church founded these after World War II. They accommodate children from problematic families who are encountered in the social service of the Greek Orthodox Church archbishopric and from other social services.

2. S.O.S Children's Villages. Their foundation is rooted in the global effort towards creation of these villages after World War II. The first village was organised in Greece in 1977, in Athens. There are 15 homes on one site and every Home has 7-8 children and a housemother (Papaflessa, 1984, p.4).

3. Non-profit philanthropic unions and associations. These were founded by people who donated their fortune to protect children at risk, and in many cases also run them.

4. An SOS telephone line was founded to help children at risk of abuse and also for missing children by the non-governmental organization "The Smile of a Child", which also runs Children's Homes in Athens and other cities in Greece.

Every programme and facility was commissioned and funded by the Department of Health and Welfare. This Department has local welfare offices in many areas that oversee every local public and private Home. Many private Homes have an annual allowance from the Department.

The Social Worker's Work Stages

According to Thomas there is need to respond to children and young people in a holistic way not a compartmental way , must been seen and treated , as a whole person (Thomas, 2005, p. 24).

Another source adds that everyone who works with looked after children, will follow the suitable caring processes of recovery with realistic expectation only after having realize the effect of trauma and other hardship in children's development. (Emond, Steckley, Roesch-Marsh, 2016, p. 31)

“Social workers are specialists who welcome victims of abusive and neglectful families in childcare settings. They are persons who care for daily organisation and life in the new environment, they help children's adjustment, entertainment, education and emotional support through personal discussions and group meetings” (Hatzifotiou, Anousaki and Gianoulakou, 2003, p.219).

Children have expressed their concerns and distress about frequent changes of social workers, and lack of effectiveness and confidentiality. However, they emphasised how important the role was that social workers played in their lives by characterising them as strong and powerful allies (Allain and Cocker, 2008, pp.8-9).

In another research the older teenagers complained of the lack of confidentiality and a reluctance to share feeling or thoughts because their files could be read by strangers (Munro, 2001)

Children like the social worker to be enthusiastic, humorous, caring, warm, and friendly; show interest and encouragement for their achievements; work with them with honesty, confidentiality and authenticity (Allain and Cocker, 2008, p.67).

Children's views for social worker revealed positive characterizations like they are good persons having interest, funny, nice, someone who gets things done, open and honest.

Though in more recent research there were negative points too, they highlighted social workers' inconsistency, instability and unreliability. (Winter, 2011, p. 34-35).

The same source apposes research results on children's in care views for the social workers: "The qualities most appreciated in a good social worker had been: genuine interest; being listened to; meeting up with young people as arranged; getting things done as agreed; being open and honest; and maintaining links with young people's families'." (Winter, 2009)

Lefevre and Luckock represent a tripartite model of practice which embodies three interconnected positions. These are: "knowing", which represents social workers' knowledge and understanding of dynamics and contexts of communication with children; "being", which constitutes personal, emotional capabilities, value base and ethical commitments to children, and "doing", consisting of techniques and micro-skills that workers need (Lefevre and Luckock, 2008, pp.35-36).

A real commitment consist of three principals: respect children and young person as individual with specific backgrounds, experiences, family, culture, history, beliefs etc, in which social workers should show openness, recognition of the fact that one is different from another .(Thomas, 2005, p.36, 38)

In other research children showed that for children a social worker should have willingness to listen and reliability, show empathy, to see a child or a young person as a whole person and not overly identified him/her with a problem, taking action, respecting confidences. (Hill, 1999; Moegan, 2006, Curtis, 2006 in Oliver, 2010, CWDU, June, 2010, p. 7)

“In addition, the number of social workers that work on child abuse and neglect cases is limited. A serious obstacle is the primitive existence of social services and complete lack of them in the rest of country. The lack of specialists results in problems that relate to:

1. Diagnosis and estimation of cases from the legal, social and psychological points of view;
2. Effective interventions for direct protection of victims;
3. Substantial collaboration between social workers, other specialists and families” (Gatzifotiou, Anousaki and Giannoulakou, 2003, p.217).

According to the Greek children’s welfare system, the social worker has different duties to fulfil at every stage.

His/her role takes place at four stages:

1. Before child enters the Home;

2. At the time of admission.
3. During the time the child is in the Home.
4. Leaving the Home.

Before child enters the Home.

The social workers at the Home may have not met the child when a family faces serious problems that cannot be overcome and social services help them. Their part begins from the moment that these services contact the Home.

Research showed that “...when children’s views and say are listened and valued in decision- making by the social workers, then there would be a greater chance of a successful placement, a supportive relationship with their social worker and more positive experiences at school” (Bessell 2011 in Bijleveld, Dedding, Bunders-Aelen, 2013)

In addition “children and social workers both agree that the relationship between the young person and the case manager is the most important factor for successful participation in the decision-making. Though, the frequent change of social workers, the social workers time constraints and the focus on protection seem to hinder the development of a relationship”. (Bijleveld, Dedding, Bunders-Aelen, 2013)

A. The social worker then should be informed about:

1. The family’s history and the reasons that caused workers from social services to make such a decision.

2. The child's background and his/her present mental and physical condition.

3. The degree that the child was involved in adverse family situations and the consequences in his/her life.

B. The social worker cooperates with colleagues in the field to:

1. See if the child's case and needs fit with the kind of provision that the specific Home offers.

2. Discuss with those who are in charge of the Home about the admission of a new child.

3. Agree with fieldworkers about the time and place of first meeting before admission.

Then, the social worker meets the child. This contact is determinate. After experiencing negative family relationships and professionals who interfere in children's lives and substantially determine their future, finally they meet a person who will be concerned with their new home and lifestyle: the social worker.

In this meeting there are many things to be said and explained. Introduction is essential, and explanations of reasons and issues which concern child may be given in the first place. "Simple explanations must be given straight away, even to very young children ... and may be repeated over and over again with any new facts about themselves and their feelings. The child may contribute to the conversation" (Winnicott, 1964, p.14)

Before this meeting, the child may be very tired and distressed. This is the reason that sometimes the social worker follows the child's wish not to be asked about some things, especially those issues which refer to their family. Holgate recommends that the social worker should give a clear understanding of why the child's parents could not care for them. This will make children adjust to substitute carers as acceptable (Holgate, 1972, p.39).

Social workers must always bear in mind that in the child's imagination, everything about the Home is unknown and a distorted picture may exist. Thus, they need to explain and clarify the Home's portrayal, its functions, regulations, differences and similarities of living there and not in the family.

A visit before admission is recommended to help the child gain his/her perspective on the Home and reduce fears and anxieties. In this visit, the child needs to be free to ask about other children, daily routines and about the people who work there (Gordon, 1956, p.201).

The social workers' task is to be there for children, as a constant resourceful and respectful guide, trusted ally and companion. This alliance consists of two parameters:

a) Social workers help the child to express, comprehend, contain and integrate emotional experiences of loss, and separation with the aim of rebuilding family attachments;

b) They collaborate with the child so as to confront social disadvantages through draft of available social sources; they play a bridging role in children's

transition from family to care (Luckock, Stevens and Young, in Lefevre and Luckock, 2008, pp. 2-3, 5-6).

The child may enter substitute care having problems with self-esteem, poor social skills, a lifestyle of offending, or chaotic and destructive behaviour. Thus, these children need help in preparing and managing their transition (Archer, Hicks and Whitaker, 1998, p.55).

Admission

It would be effective if there were a few days between the first meeting and admission. Thus, the child would have time to think about all the things discussed and be prepared for this day.

At the same time, the social worker will have to work:

- i. with the Home's caregivers

Wright and Davies concluded after research that the way the carers are related with children has significant importance for the latter and it could be an indication and guidance for therapy intervention because children will respond accordingly. (Wright, Davies, 2008).

They need to work on the child's case and inform them about everything necessary, especially about their medical background. The carers at the Home are expected to cooperate closely with the social worker. "...residential staff may have little background information like schooling, medical care and family contacts" (Berridge, 1985, p.44).

Gibbs and Sinclair's research indicated importance of social workers' support and consultation towards carers (Gibbs and Sinclair, 1998, p.142). Due to work with demanding young people, carers need to be outfitted with self-confidence, maturity, well adjustment and support. (Burton, 1993, p.54)

Mary was 15 years old and she was in the children's hospital because she was diabetic. Her father was alcoholic and unemployed. The hospital's social service transferred her to a Home.

Before she arrived, the social worker organised a meeting at the Home with the caseworker, health visitor and diet counsellor to inform the Home's staff how they could adjust to the special rhythms of Mary's life.

Smith (2009) cites Phelan's (1990) model of carers' work: at the first stage, the carer is not confident and tries to find techniques of control to influence the children. Confidence increases and therapeutic techniques are more applicable. At the second stage, carers show more efficiency using knowledge and experience to intervene. At the third stage he/she can 'read' messages that young people send and appreciates more his/her need of knowledge, skills and clinical expertise to work with efficiency (Smith, 2009, p.93).

Archer, Hicks and Whitaker (1998) add that members of staff should constitute a close and supportive team to cope with children who need to enhance their self-esteem, sense of worth and skills.

They would succeed in that by:

- a) Spending valuable time as group where they share experiences and special events;
- b) Using individual time where they provide protected and uninterrupted one-to-one discussions;
- c) Talking briefly with child during ordinary events which may take place both inside and outside the Home;
- d) Working in and through groups of young people;
- e) Representing children in networks and facing their wider worlds such as school, courts, police, health services, families and neighbourhoods (Archer, Hicks and Whitaker, 1998, pp.29, 32-33, 48).

“The true expression of personalized care is a carer’s ability to tune into what is right for particular children” (Smith, Fulcher, Doran, 2013, p. 40)

A study of Scottish Homes revealed that for residents, good prospects of Homes were social and material advantages that were offered, feelings of security and comfort, and feelings of being wanted and loved.

On the other hand, negative aspects were: lack of privacy, strict programmes, rules, punishments, feelings of being cut off from family and friends, and lack of continuity and stability (Dixon, in Kendrick, 2008, pp.78-79).

“Over a decade ago, the Utting report drew attention to the extent of placement instability and the impact of this on the lives and safety of individual children in the care system. (Utting et. al.1997). Often, it is the very troubled

children who move most often, thereby diminishing their chances of developing a trusting relationship with a carer.

More recently, consultations with children in care which informed the Care Matters Green Paper (Department for Education and Skills 2006) continued to highlight placement instability and changes of social workers as key factors which impacted on their well-being. By way of balance, though, it is important to acknowledge that many studies demonstrate the general beneficial effects of entry to care. (e.g. Berridge, et al. 2008) that is not to say, however, that it overrides all of the children's previous difficulties." (McAuley, Davis, 2009)

"Achieving stability for vulnerable and challenging looked after children cannot be understood without attention being paid to the dynamic interaction of the characteristics of the children, the range of available placements, the planning systems around permanence and other legal, resource and practice issues" (Wilson et al., 2003; Schofield and Beek, 2005), (Schofield, Thoburn, Howell, Dickens, 2007)

Smith mentions that effective children's evaluation by carers depends on feelings of safety. When they are confident of their effort and authority, then they are able to stand by children, understand and respect them and make changes. This is because their acts cannot be questioned; their concern is their connection with children which embodies focusing on safety and protection and not on their own limitation of threats (Smith, 2009, pp. 47-48).

A recent research showed that residents have positive views about staff and almost all could identify a residential worker to whom they would turn for help. They valued staff sensitivity and listening skills; reliability; a sense of humour; and relationships that felt akin to family. There was a general perception that staff was supportive concerning school, college, training and work. (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010, p. 88)

Maier suggests that “...much of residential work deals with the contradiction of differentiating and uniting. The moment the child leaves his or her home efforts have to be directed toward his or her return. New associations in the residence must not obliterate past and future ties. Ultimately then, group care extends beyond mere alternate care. It demands joint participation and the caring efforts of all parties in the child’s life constellation.”(Maier, 2008)

ii. With field social worker

A review contacted by Christine Oliver on research which referred on children's experience in care between 2000-2010, showed that children want to have more a say in decision making, to have a choice of placement and to be informed about the decision are made for them and why" (Oliver, CWDU, June, 2010,p. 5)

The child may ask for a field social worker to be present. Two colleagues cooperate on the day that the child arrives at the Home, to make arrival as comfortable as possible.

iii. With child

When the child comes to the Home, he/she may be frustrated. The social worker should not be carried away by the child's attitude and make promises about the future. It is better if the situation is presented clearly and everything positive that the Home represents is indicated.

The Home's rules and "musts", whether strict or not, should be explained, especially if the child is old enough to understand. It is good for him/her to have the opportunity to express hesitations and judgments. It is necessary to be informed from the very beginning that social workers are persons to whom he/she can talk openly about everything.

During admission, it is essential for residential workers' behaviour is to show authenticity and to be endowed with the use of positive, sensitive and empathic personal qualities (Burton, 1993, pp.46-48).

Tina was an 8-year-old girl who entered a Home because she was severely neglected and molested by her father. For the first few days, she was crying constantly. Mina was 7 years old and she had come to the Home three months earlier; she approached her and calmly said: "Don't cry, Tina. You know, when I came here I was crying a lot like you, but Mrs. G. [social worker] came to me and in a very simple way, like magic, just like that, she made me stop crying and I felt good. Just to know, everything she told me that day was true; everything that she says is true".

In addition, the "social worker needs to be available during the first days to help the child as problems come up in early adjustment" (Gordon, 1956, p.203).

Helen was 10 years old and she came to the Home through the hospital social services. It was almost impossible for her to accept the fact that she would remain at the Home.

Although in first meeting she was calm, the day that she arrived at the Home, she burst into tears and kept saying that she wanted to return to her mum. This was impossible because her mother was homeless, unemployed and accused of neglect.

The situation was very difficult for the social worker. She let the child express herself and then explained the truth without hiding anything. Helen continued crying and asked to go back. Then the social worker asked for the carer's help. They took her around to Home and talked with other children. She saw the warm and friendly atmosphere and things seemed nice to her. She stopped crying, got to her room and said: "OK, it's nice but I won't stay for long. My mum will put things in order soon, very soon. Is that so Miss D.?" "I hope so, Helen, but until then, you will be with people that take care of you."

When children find the Home to be a place where they can calm down and begin a new life, leaving behind hardships, the social worker finds it easy to introduce the place and program.

On the day of admission, the biological parents may escort the child. The social worker explains everything about the life and rules of the Home, clarifying

days and hours of visits and requirements to be followed, and lets the parents greet and talk to and greet their child.

Finally he/she can assure them that the child is in good hands and he/she will have many opportunities to grow up well. It is safe to emphasize that social worker is there for them to talk about child and tackle any problem.

An effective tool in the social worker's dealings with parents is their psychological characteristics knowledge. According to Tsiantis (1998), "The specialist should always bear in mind that parents have strong unconscious feelings of guilt and when these feelings change into conscious ones, they feel oppressed and stop any contact and collaboration. Finally, in connection with low self-esteem, these feelings become aggressive and projected on to the child who becomes a scapegoat ..." (Tsiantis, 1998, p.104).

Research results showed that parents were satisfied with social workers who mainly helped them in their relationships with children. They also admitted that they would like the social worker to be honest, straightforward, willing to listen and understand, show reliability and ability to get things sorted out (Gibbs and Sinclair, 1998, pp.38-39).

"The social worker collaborates with family even after the child's removal and undertaking of responsibility by social services. In this way, the continuity of family's bonds is assured. When parents are included in the child's new obligations and experiences, the splitting and cutting into pieces of the child's life between the Home and the family, 'out and into care', 'before and after entry' is avoided" (Filippou, 1998, p.330).

In Munro's research with looked after children it was revealed that the major source of conflict with social workers was the amount of contact allowed with children's families (Munro, 2001, *Child & Family Social Work*, V 6p.132)

Research revealed that children mostly appreciate social workers' efforts and declare the relationship with them satisfactory because they undertake activities which have to do with their families (Gibbs and Sinclair, 1998, p.162).

For Vostanis knowledge of developmental theories is very important in understanding traumatized children's. That helps carers and practitioners to: obtain a different perspective in their observation and interpretation of children's behaviors, avoid confusion, and choose the most suitable intervention. (Vostanis, 2016, p. 6)

Research findings showed that children valued in a relationship with practitioners, consistency, reliability, accessibility, support and practical help. They find important for adults to be there for them proving their selves without judgmental attitude but rather trustful and respectful. (Foley, Leverett, 2008, p. 87, 88, 92)

Winter suggests that "in order to create a quality workforce for children in care, the spotlight should be on how and in what ways social workers can cultivate the attitudes and attributes required to act as the responsible, responsive, committed, insightful, positive, passionate, energetic and tenacious individuals which all children in care deserve and which they require if they are to see the true value of relationships in achieving their full potential." (Winter, 2009).

Social workers' role and carers' work in the development stages of the child

“...The social worker is responsible to ensure that child is treated as a unique individual and ensuring that their needs are met by carers and other professionals.” ...children should be listened to, and helped to realise their ambitions which within their views to be taken seriously in key decisions.
(Cocker, Allain, 2013, p. 9, 70)

Another source emphasizes the importance of carers' tuning in children's ways of action and behaviour, and its transformation in attunement. This could be accomplished if carers are really focus and listen carefully to what children saying via words and behaviours; when they respond, engage and spend quality time with children; when they connect with the latter showing warmth, acceptance and curiosity for whatever concerns them. (Emond, Steckley, Roesch-Marsh, 2016, p. 45, 55)

Young children who are on entry in care are caring the experience's burden of abusive, chaotic, frightening and violent relationships, is more likely to experience emotional and behavioral difficulties, health problems, and educational failures.(Winter, 2011, p. 26-27).

Physical Development

At this level, the nutrition of the child plays a very important role. People at the Home observe children's daily diet, which should include all substances necessary for physical development, and if they are malnourished, advice from paediatricians' is the best way to ensure a healthy diet for children.

One research study examined 86 children in Greek hospitals who were referred from social services or parents to hospital and showed that 40% reported serious illnesses like meningitis, peritonitis and bronchial pneumonia, plus fractures and serious injuries. These could be the results of maltreatment or neglect (Maragos, 1998, pp.53, 58).

“The appearance of serious infections at such a young age does not happen accidentally. An explanation should be directed at parents' negligence of children. In most cases, children had health problems from their early years and this fact aggravates the parent–child relationship and creates ground for neglect, abuse and appearance of more health problems” (Maragos, 1998, p. 53, 58).

The following list presents psychosomatic symptoms and physical disorders that are created by adverse relationships and a deprived and abusive environment:

- a. Endocrine dysfunction; this is an effect of hypophysis of the superior brain centres and disorders in physical development.
- b. Anorexia due to an impersonal, oppressive and/or depressing environment.

c. Inadequate quality of nutrition due to extreme child caprice.

d. Unilateral diet: to find ease by choosing only one kind of food. This leads to developmental retardation.

e. Changes in bowel mobility, secretion and absorbency.

f. Qualitatively and quantitatively inadequate nutrition (Doxiadis, 1990, p.217).

Certain children's backgrounds escalate the risk of poorer health and well-being than the average. Such children may present good health, but their lifestyle poses threats to their present and future well-being (Hill, Scott and Ward, in Kendrick, 2008, p.36).

Tsiantis notices after observation that children's physical development is influenced positively by removal from a deprived environment, though behaviour and speech problems are not easily rehabilitated (Tsiantis, 1998, p.104).

Rosas and Iwaniec advocate that if children demonstrating a failure to thrive are placed in a substantially more caring and affectionate environment than that in which they were neglected, they will show improvement and normalisation in growth (Rosas, in Talley, 2005, p.57, Iwaniec, 2006, p.120).

<p>Alex, 8 years old, went to visit his parents and they did not let him come back to the Home. He was found 4 months later, after police intervention. He had dehydration and avitaminosis. The Home's staff ensured his recovery with doctors' help and good nutrition. This readiness for emergencies should characterise the Home's personnel and programme.</p>
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The family does not gather during specific or set times of day when meals are served simply in order to eat. This gathering is also social, during which family members discuss, plan, exchange ideas and advice, and laugh. Such meetings create warmth, familiarity and unity. It is important for children to have such experiences in the Home. "...abused children should have regular developmental screening, giving attention to emotional and physical development" (Barbor, 1987, p.265).

"Food can be a powerful way of allowing children an experience of autonomy and control and showing love and care and can be used as a means of children telling you about the life they had before coming being offered and for that reason is vital to think about what is being communicated through food action."(Emond, Steckley, Roesch-Marsh, 2016, p. 132).

Tom, 25 years old, now remembers: "I won't forget what wonderful moments we had during dinner. When Miss M. (social worker) stayed too, we were joking and teasing each other. We couldn't eat our food due to laughter. The housemother was angry about it because dinner was taking so long. The most important thing was that image which taught me what family dinner is."
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Extreme cases of troubled households' life create reasons for social services to remove children from the family. The Home should represent the opposite, meaning the provision of clean and comfortable shelter where children can grow up without health risks. The structure of the Home and its equipment should create a healthier environment, with many bathrooms, rooms in which no more than three children sleep, many wardrobes, practical furniture, etc.

"...at all times Home should stimulate imagination, play and give opportunity to children to create and develop themselves" (Balbernie, 1966, p.195).

A programme of children's self-care is necessary not only for their health but for training on cleanliness. It is also the way to learn to love and care for the place they live in. Current specialists' point of view supports the opinion of child's participation in house chores.

“The caseworker gets involved in child's active life experience not only through verbalization in interviewing room alone, but also through daily acts of living” (Gibbs, 1968, p.34).

Children report in a research that they want the social worker to have knowledge on how to deal with young people who stay away from their family, staying healthy and having a good diet, their needs for housing and benefits, and activities for young people (Curtis, 2006 in Oliver, CWDU, June, 2010, p. 8)

Ensuring regular visits by doctors, dentists and paediatricians for observation of children's well-being constitutes a substantial duty of people who work in the Home and communicates their interest and care.

Hill, Scott and Ward recommend practices which can be conducive to children's good physical condition:

- a) An accurate family health record;
- b) Accurate up-to-date recording of children's health needs;
- c) Routine medical checks and informed discussions on healthy lifestyles, sexually transmitted diseases, sexual choices and risky behaviours such as misuse of drugs, tobacco and alcohol (Hill, Scott and Ward, in Kendrick, 2008, p.39).

“Carers need to try and instil in young people a sense of worth and being valued as it is only then that they will be in a position to make appropriate choices about their health needs”(Smith, Fulcher, Doran, 2013 p. 68)

Another source recommends that a reliable nurture which includes healthy routines and rituals contributes to child’s learning that the world could be safe and he/she is an important part of it, to his/hers enhancement of the belonging and identity sense. (Emond, Steckley, Roesch-Marsh, 2016, p.99-100)

Emotional Development

Most of the children registered in Homes are oppressed by negative experiences. Simultaneously, they find themselves now living in a new, alien and crowded environment. These two factors make the work of staff in the Home very complicated and difficult.

But what can the Home provide at this level and who provides it?

Residential caregivers. Their work is to play the role of a good carer. They are required to make a big effort in helping the child to erase all bad habits that come from the family environment.

“Abused children who may have distressed, depressed or disturbed behavior, and view parents’ behavior as normal, are not aware that life could be better” (Barbor, 1987, p.255).

A housecarer confessed to a social worker: “The first five months are tiring enough to hear the same phrase all the time: ‘We didn’t do this or that in my home’”. In most cases, the psychological damage of these children is profound and for that reason they need a long time to accomplish skills. Carers had to give this necessary time to them so to learn to perform even the simplest things.

Most frustrating and disappointing situation is child’s setbacks. Even after they have established attachment, gained recovery and made progress, children may return “back to square one”. The cause of this may be the parents’ behaviour, a teacher’s unfriendly remark, a problem in relationship with peers (Archer, Hicks and Whitaker, 1998, pp.60, 62).

Carers own to remember that new relationships can't succeed from the fading of the earlier ones; on the contrary they should be maintained together having each a clear and distinct existence in children's life. (Fahlberg, 1994, p. 160). It is best if caregivers to act with love, patience, and most of all, with respect towards the family.

Another source advocates, carers can help children to acquire a sense of their own story and develop a useful identity and a self image which are both accepting of the pain and the gaps but at the same time strong enough to deal with them. (Emond, Steckley, Roesch-Marsh, 2016, p. 115)

Children who come into care experience a loss, and because of that, new carers need to help them overcome the grief process and enhance their identity by giving value to its six components: origin, self-reflection, perception of individuality (autonomy), sense of belonging, definition of self-image and ability to make conscious choices about the social role models which will be adopted (Watson, 1994, pp.27-29).

Knowledge of the child's internal model, associated attachment patterns and performance of symptoms are very important if new carers wish to comprehend the child (Anderson and Alexander, in Talley, 2005, p.17). Howe completes the picture, saying that if new carers plan to stop the cycle of abuse, they have to recognise and understand adverse experiences which have affected the child and provide caring, emotional and supportive parenting (Howe, 2005, p.39).

Due to experiences of rejection and neglect, children feel insecure and stressful. These feelings may lead to rebellious behaviour with symptoms of retaliation and/or withdrawal. It is recommended for caregivers to look for roots of these kinds of behaviours and not to take them personally (Mouzakitis, 1990, p.249).

“Emotional deprivation and neglect limit children’s ability to understand themselves as persons with value. They appear problematic in social relationships, mental disorders, and the emotional instability of their character. These minimise their ability to develop attachments with other persons. They also may appear mental disorders like finger sucking, vomiting, urination, sleeping disorders, stereotypical movements, and other disorders such as aggression, bursts of anger, lying, antisocial behaviour and delinquency, etc. All these are efforts to diminish stress, hence, they are unable to protect and control emotional needs in an effective way” (Mouzakitis, 1990, p.249).

“Children in care have four to five times a higher chance of developing mental health problems than the average child”(Vostanis, 2016, p. 14). In recent research was found that the residents had very high levels of mental health difficulties. 74% were reported to have been aggressive or violent over the past six months and the same proportion reported to have put themselves at risk. Over half had gone missing. (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010, p.37)

Smith quotes Phelan's (2001b) statement that enhances the usefulness of activities, especially those such as play, in the creation of competence, hope, creativity and limitation of past adversities (Smith, 2009, p.115).

According to the parental acceptance-rejection theory (PART theory), parental acceptance of children is a universal need and when it is unmet, rejection takes its place; emotional problems appear and impair children's relationships and capabilities to express and accept warmth and affection. Thus, it is recommended that carers use ways of communication which emit affection and warmth and not coldness and negligence (Cameron and Maginn, 2009, pp.10-12).

Children's need "for care and affection is met by the child experiencing from birth onwards continuous, reliable, loving relationship, first with mother, then father and then an ever-widening circle of adults and contemporaries" (Lee, 1978, p.27).

House caregivers are substitute carers and this is why they have to inspire confidence, security and affection at all times. Their interest should be natural, with an honest attitude, and consistent with the Home's principles.

Research findings which explored 16 maltreated children's relationships with alternative caregivers, showed that children who have longer placements with more sensitive caregivers had higher security scores (Howes and Segal, 1993, pp.71-81).

Cameron and Maginn (2009) mention that children who have been emotionally traumatised are likely to follow one of three possible outcomes: assimilation: existing beliefs and models about world assimilate new trauma-related information; negative accommodation: their beliefs and models of the world change and are amended to 'accommodate' trauma-related information;

positive accommodation: the same type of change occurs, but in a ‘positive accommodation’, in which their view of the world is functional.

In order to achieve positive accommodation, carers help children to: understand their powerful emotions, trust people, avoid blaming themselves, work on self-management, see positive experiences and recognize their achievements (Cameron and Maginn, 2009, pp.76-77).

Studies in Greek Homes showed that although the staff group is stable, the effects on children’s social and emotional development were similar. It seems that as essential as stability is, children’s needs for close interpersonal care are crucial. Infants were encouraged to form attachments with a particular caregiver, who is called ‘mum’, but most of them develop disorganized attachment.

At pre-school age, attachment was insufficient in number and needs were unfulfilled. Children were disobedient and aggressive, with health and behavioural problems.

At school age, children presented problems in peer relationships.

The conclusion of this study was that children did not only need stable but also adequate and sensitive caregiving (Vorria, Sarafidou and Papaligoura, 2004, pp.179-180).

“A sense of being wanted, being regarded for themselves – with all little attention that go with it – is a new, stimulating experience, for enjoyment of which they are willing to give a great deal in return” (Ford, 1955, p.137).

After data collection, Tsiantis (1998) mentions that neglected children who come into hospital seem very likeable but unable to deal even with smallest

frustration and burst into tears and anger. He includes Winnicott's statement: "good mothering is that which boosts emotional, intellectual, physical and social development of the child. On the contrary, the deprived environment was full of aggression and it did not facilitate the child's development" (Tsiantis, 1998, pp.97, 104).

Fritz Maver (1958) states about a Home's carers: "... they must be ready to engage in many activities within the taken over group and at the same time be supportive parent figure to the individual child"; "... awareness of group living dynamics have special importance in working with young children because the latter's negative reactions are reinforced by the group. Finally carers also ought to have very good relationship and cooperation with the rest of the staff because all of them represent the new upbringing environment (Fritz Maver, 1958, pp.9-10).

Children who are exposed to adverse experiences and display resilience have been protected by factors like the absence of genetic predisposition to mental illness; a supportive social network, good schooling, and something that helped them create a positive sense of self. (Rutter, in Kendrick, 2008, p.52). "...many abused children tend to improve rapidly if they are exposed to a calm, structured environment" (Okell Jones, 1981, p.82).

A new environment consists of the opportunity for child to grow up amongst people who are not abusive. It must be used as a way for the cycle of abuse to be broken.

However, there have been cases where the Home's staff presented abusive behaviours worse than those from the problematic family. "Staffing is a chronic

problem and should be addressed in a national strategy (paragraph 2.10). Problems are compounded by inappropriate placements, which can make the situation in the Home impossible” (Utting, 1997, p.21)

Greek studies showed that difficulties affecting security, devotion, affection and acceptance were found in residential child care systems (Vorria, Sarafidou and Papaligoura, 2004, p.180).

The service of looked after children is a challenging front-line service and for its successful outcomes, carers’ proper support is fundamental. (Cocker and Allain, 2013, p.208).

Social workers

Cooperation between professionals such as social workers, psychologists and carers is necessary for good handling of children’s daily problems and substantive support; this inter-staff relationship is characterized as most crucial to the child (Fritz Maver, 1958, p.163).

Social workers have to confront the behaviour of abused and neglected children which includes aggressive outbursts, sexualised behaviour, partial or total withdrawal, mistrust, insecurity, self-injury and depression (Berridge and Brodie, 1998, pp.69, 165).

Van Beinum mentions that due to the bad parenting that these children experienced, long-term insecure attachment behaviours and great difficulty in

creating sensible and established relationships is expected (Van Beinum, in Kendrick, 2008, p.52)

Research findings show that a poor emotional state in children is influenced strongly not only by previous experiences but also by current events which may take place in Homes, like lack of friends in the new environment, bullying and sexual harassment (Gibbs and Sinclair, 1998, p.198).

Social workers ought to take account of these possibilities so as to create a containing, accepting and understating relationship with children. In this relationship children will have space and opportunity to feel safe and explore their feelings. During that exploration, it is important that feelings of recognition, respect and understanding precede any resolution (Howe, 2008, pp.162-165, 168-169, and 181).

The expression of bad experiences is not an easy situation for anyone, let alone for children. Except the specific times and places that should be appointed so that the child knows when and where he/she can make complaints, express fears and receive advice, caseworkers have to invent ways and find places in which they will be comfortable to talk. These may be car rides, playing games, drawings, etc. In no case should they be forced to talk.

“The social worker should be a person available with whom workers can discuss difficulties and, more importantly, someone available who can perhaps sense the moment when help is necessary and be able to offer it before there is a breakdown rather than after” (Will, 1980, p.51).

A social worker confesses: “On many days, my presence in the Home is consumed more in discussion with housemothers and less with children because they (the housemothers) desperately want to express their daily experiences with children.”

When carers and children get into conflicts, the social worker should never take side in front of children because unconsciously two camps are created and the relationship between carers and children becomes competitive. The best way is to listen and promise that action will be taken.

Schofield believes that if social workers and caregivers wish to respond to children’s needs in an accurate and timely way, they have to tune into children’s thoughts and feelings, which is called ‘mind-mindedness’. This work doesn’t lie only in the understanding of children but also in the provision of help. The aim is to make children comprehend that strong and mixed feelings are part of every relationship and they can be managed gradually without anxiety and anger overwhelming them (Schofield, in Lefevre and Luckock, 2008, pp.45-46).

Children with avoidant attachment show quiet and self-reliant behaviour in the beginning, but after a while, they will be indifferent, rejected and reluctant to be emotionally engaged because they are afraid of rejection from adults.

Ambivalent and resistant children will have mood swings which will be shown in needy/angry behaviour. Social workers will help children via open and straight communication (Schofield, in Lefevre and Luckock, 2008, pp.48-53).

This communication should include: active listening not only to children’s voices but to their non-verbal sights, time and space so a relationship of trust and honesty to be built in which support and encouragement will be given to the children who will have choice, information and preparation for their contacts with

the social workers who should use as means to communicate enjoyable activities.
(Thomas, O' Kane, 1998a, in Thomas, 2005, p. 30)

Thus, children need to be treated with a non-intrusive way of communication, so that they gradually trust social workers and become more open, and the social workers should show care, acceptance, and concern, on the basis of continuity.

Psychologists

When child's behaviour shows that he/she has serious emotional problems, psychologists or psychiatrists are involved and cooperate with the social worker who observes the child's daily life in Home. These specialists contribute not only to child's mental balance and behaviour in the Home but to his/her future.

Due to adverse experiences and the mental history of the parents, it is very likely that these children will develop mental problems or disorders; for this reason, early identification and early remediation enhance the best long-term health and social outcomes of such children (Van Beinum, in Kendrick, 2008, p.56)

Psychologists can contribute by combining theory from psychology and research from the carers' knowledge on the children's behaviour and reactions which emanates from everyday contact. They can also support and consult, using a plan which is designed for a specific child at a specific point of time (Cameron and Maginn, 2009, p.73).

“Experiencing unconditional and consistent care is powerful, therapeutic and life lasting. Residential care through the intimacy and normality of shared everyday experiences, offers significant opportunities for children to develop a positive sense of self and self-worth” (Smith, Fulcher, Doran, 2013, p. 49)

Cognitive Development

Education constitutes an accomplishment that can lay the foundations of child's future. "Educability depends not only on inborn capacity, but as much, if not more, on environment, opportunity and encouragement." (Lee,1978, p.27). People in the Home have duty to encourage and help child gain knowledge, and skills.

"Intellectual growth is quality of child's language environment: not merely how much he/she is talked to, but how relevant, distinctive and rich conversation is" (Lee, 1978, p.27).

Many children who are accommodated have many deficiencies at the cognitive and intellectual levels, precisely because the family environment did not offer motives for and aspirations to progress. Others start school at an age older than the average and the required effort becomes even more difficult. Dyslexia or other learning obstacles may increase the difficulty.

A research in residential care of England was found that a big number 22 to 58 of the young people had a Statement of special educational needs (SEN).who also had been assessed as presenting behavioral, emotional or social difficulties (BESD) (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010, p. 23,24)

Research data show that barely half of looked-after pupils achieve at least one GCSE General Certificate of Secondary Education 2005-2006 qualifications (GCSEs) or equivalent compared with almost all school pupils. The pattern is even more pronounced if we look at those achieving or more GCSEs Figures have improved slightly over recent years but not by as

much as government intended, despite policy initiatives (Department of Health 1998; Social Exclusion Unit 2003)..(p. 3)

Berridge replaces the term underachievement of looked after children with the term low education achievement and he links it with social economic factors which are cohabited with family breakdown and the admission to care , social mobility and transition and parental maltreatment .

He emphasizes that all the above should be seen through a broader sociological perspective in order to have integrated comprehension. (Berridge, Child and Family Social Work 2007, 12, pp 1–10)

Results on education attainment of looked after children showed that only 13% of looked after children in England gained one or more General Certificate of Secondary Education grades A-C compared with 62% of all children, and 34% leave school with no General Certificate of Secondary Education qualifications compared with 1.2% of all children) (Department for Children, Schools and Families 2008b). It is estimated that 6% care leavers now continue into higher education. This compares poorly with 39% for general school population (Jackson & Ajayi 2007 in McAuley, Davis, 2009)

Some children have quit school or have been forced to be deprived of a basic education, and it is among the care system's tasks to recover this loss and help children deal with all difficulties that may appear. (Archer, Hicks and Whitaker, 1998, p.57).

Research findings in British Homes in 1995 showed that education, particularly school attendance and the exclusion of adolescents, was the major factor concerning staff and managers (Berridge and Brondie, 1996, p.83).

Similar research about school exclusion revealed that frequent changes in children's care and in schools are reflected in their risk of exclusion. Such risk was minimised when residential carers prepared children for the transition, had guidelines to follow and supported their school performance, their attainment was tracked, and there was good collaboration and interaction between social workers and teachers (Brodie, 2001, pp.165-167). These contacts should be personal and direct (Fritz Maver, 1958, p.165).

Children in care revealed that they need social worker to speak to their school but their intervention being based of what the children need (Oliver, CWDU, June, 2010, p. 22)

Francis mentions that, for children who have been looked after, their educational performance is influenced by factors such as:

a) Children's social backgrounds. There is a strong association between socio-economic deprivation and poverty, and educational attainment and performance;

b) Pre-school experiences. Adverse circumstances of families, such as inadequate housing or marital breakdown, have destructive effects like exclusion and truancy, and social, emotional and behavioural problems. Regarding exclusion, it was found that up to 60% of children in British public care have a

history of school exclusion which is strongly related to wider social exclusion in society;

c) Placement instability;

d) Educational support in residential care (Francis, in Kendrick, 2008, pp.21-26).

Findings from interviews and observations in Greek Homes and schools that their residents attended revealed:

a) For pre-school age children: during classroom activities, in the playground, and in interaction with other children, they were more aggressive and disobedient than those who were reared in families.

b) For school age children: they were more inattentive, participated less often in classroom activities, and tended to be involved in alternative and non-productive activities. In the playground, they were more often alone or displayed aggression towards peers while they rarely interacted with non-institutional children.

c) Half of 41 adolescents interviewed who had experienced group care rearing in childhood had dropped out from school before the end of the nine years of compulsory education (Vorria, 1998).

Reasons for boys seemed to be the necessity to support the family financially and bad school experiences, as they were labelled at school as “institutional” and non-institutional children would avoid them.

Finally, children who were anti-social, depressed and lonely during childhood continued to be so as adolescents (Vorria, Sarasfidou and Papaligoura, 2004, pp.173, 175).

Roy, 26 years old now, admits: “I began High School when I was 17. I remember that I was crying because everything was so incomprehensible. Mrs. Helen (housecarer) stayed till late at night with me and read history all over from the beginning. I tried hard and now I have a degree that I can use to find a better job.”

Seligman (2002), using the term “signature strengths”, which means the character strengths of every person, believes that some of them, like curiosity and interest in the world, practical thinking, courage, discretion, gratitude, integrity, honesty, loyalty and teamwork can be used in the care system (Cameron and Maginn, 2009, p.89).

One of social workers’ tasks is to help children find their identity, talents and natural gifts, and be encouraged to use them and build their own life. Any problem that appears in child’s effort to be educated should be dealt by staff taking a personal interest. The child is encouraged in this way to discover their goals and potential, create a better future for themselves, and achieve an improvement in their social standing.

Social workers, carers and teachers need to jointly design strategies which will focus on each child’s needs and abilities. This system could include the child’s awareness of the value of education, emotional and practical preparation, support within school for interests and talents, engagement with activities, good and frequent communication, opportunities and community links (Francis, in Kendrick, 2008, pp.29-30).

Nick, 17 years old, says: “Did I progress in school when I was in my family? This was an unfulfilled dream. How could I when we didn’t have anything to eat and my parents quarrelled every single day? I found my peace in the Home. I began to be interested in school after a year.”

These children can’t use language as a tool and this impairs not only their learning ability, but also their social connectedness, capacity for empathy, inner state and experiences of others (Cairns, 2002, pp.64-65). The person who could help the child face these problems is the social worker but also to emphasise the huge benefit of knowledge.

Social workers are professionals who will represent children at school as people who care for them. They also encourage children at the Home so they can release disappointment, face their difficulties and make plans for further education.

Tom was an abandoned boy who grew up in a Home. Many years later, he described his experiences: “I was feeling so different in school. I felt endless emotional gaps especially, when children’s mothers came to the school. Fortunately there were times that these huge gaps were filled by the presence of the social worker who came to ask the teacher about my progress.”

Social Development

Family is one of the primary means of socialisation in which persons form their personality and gain a realisation of themselves (Tsaousis, 1985, p.151).

Home constitutes a substitute of family's care provision, so it has the same goal but simultaneously has to face an enemy: institutionalisation. The danger for children to be institutionalised is great in these places. Small Homes with few children and a fostering system are efforts that have been taking place in the most recent years.

A study in Greek Homes had the aim of discovering which forms of disturbance exist in the primary stages, before children come into contact with social environments other than those of the Home's, so that such disturbance can only be connected with their age and their reason of entry into care.

Children who reside in Homes were more isolated. Instead of free interaction with peers, they preferred to withdraw and play with objects or to annoy others. In the best case, they become active under educator's instructions. This is an indication of disturbance which develops later in their school years.

This study's group showed symptoms of different degree. Factors that were related to it are:

- a. Age of children. Younger children appeared to have more serious disturbance.
- b. Age of entry into the Home.

c. Reasons for entry. Total indulgence adversely influenced children's behaviour more than experiences of deprived relationships (Vorria and Sarafidou, 1991, pp.270, 281-282).

These children have controlling and dominating behaviours, which are a defence mechanism to control or transfer pain and shame. For that reason, Cairns (2002) recommends that carers should offer constant reassurance (p.64).

“The reasons' identification which brought a child in care and the recognition of the abusive experiences' effects on child, consists the initial and crucial steps which come before our support to the child's effort to change his/hers relationships and behaviours.” (Cocker, Allain, 2013, p. 134)

The Home's staff should encourage children to feel unique by giving individual care. Supporting children's efforts to help themselves in everyday activities such as dressing and feeding enhance feeling of self-worth and help them achieve sufficient self-control. The process of self-sufficiency is very slow and people who work in the Home should wait for children's interest and skill to mature. Finally, a feeling of a dependable world, in which children can predict the consequences of behaviour, can be built by a consistent environment (Flint, 1967, ch.7).

Archer, Hicks and Whitaker use term 'disconfirming experiences' which is therapeutic work to disconfirm the image that a person projects for him/herself. The vehicle for this therapeutic effort is interaction between children and staff, especially common activities and enjoyable times in which staff and children share day by day, which comprise opportunities to enhance self-esteem, encourage the

expression of feelings, share opinions, and contribute to sense of belonging (Archer, Hicks and Whitaker, 1998, pp.56, 68-69).

Everyday sharing of “lifespace” may be the starting point of a relationship between children and carers. This would offer an effective upbringing. According to Bronfenbrenner (1979), this may happen through a three-stage procedure: at the first stage, carers observe children. At the second, carers participate in everyday interaction. Finally, in the last stage, feelings are developed (Smith, 2009, pp.101-102).

Children need to see new patterns of sociability, which will demonstrate persons who can manage anger and deal with conflicts, respect and apologise when errors happen. Above all, carers should show children that they recognise how it is to feel angry (Cairns, 2002, pp.92-93).

Smith adds that rhythm brings order, stability, security and predictability of children’s daily life and everyday events in the Home, rituals also contribute to adults’ and children’s affection and connection (Smith, 2009, pp.99-101).

<p>Kelly came to the Home when she was 8 years old. On her first Christmas at the Home, she was very surprised by the preparation and decorations. Although her parents were Christians and they accepted the philosophy of Christianity, they never celebrated Christmas, and for Kelly, all these things were unknown. She liked the whole celebratory atmosphere so much that she laughed and skipped from joy all the time.</p>

Many children who come into care may have been exposed to abuse and neglect for years. For this reason, they present different and frequently difficult behaviours to be handled by staff. The latter should lead children to a reasonable and orderly life, for which they may need constant monitoring to accomplish it.

Due to the cruel reality to which they were exposed, children are in a vulnerable state, which makes them prone to violent outbursts and destructive behaviour. Members of staff are expected to be sensitive about events which may cause such behaviour, try to notice the warning signs and be available before an outburst occurs, manage to 'read' the distressing feelings and worries hidden behind the behaviour, understand children's points of view through discussion, and face efficiently the behaviour's reasons and core (Archer, Hicks and Whitaker, 1998, pp.52-53, 55-56).

"...caregivers can offer alternative ways to children in order to converse with other people and to let others know their inner thoughts, feelings and to communicate needs and wants."

The same source recommends that before the above, carers' effort precedes, which is to notice, name and hold onto the 'signals' that children send through their behaviors. Then they are able to contribute in the finding of more successful ways for children to send their messages. (Emond, Steckley, Roesch-Marsh, 2016, p. 165)

Cameron and Maginn give some reasons for destructive behaviour: children may seek attention or revenge, wish to withdraw or escape, attain power and/or control, or obtain access to particular objects, situations or people.

Mouzakitis mentions that children who were exposed for a long time to abuse and neglect undergo serious negative impacts in development, personality, relationships and self-understanding (Blumberg, 1979; Hjoeth and Harway, 1981; Ziefert, 1981). When they become teenagers, anti-social behaviour usually appears

(Button, 1973; Raymond, 1981); this may include disorderly or disruptive behaviour or even criminal actions like burglary, forgery and armed robbery (Mouzakitis, 1986, p.26-27)

It is crucial for staff to understand these children and to act accordingly. They need to have knowledge of the fact that they “... feel neglected and have not been wanted by parents or by others. Their self-understanding is limited.” (Hojoeth and Harway, 1981). “This influences their ability to create affective contacts with others.” (Button, 1973) It is likely that they lack of attachments and for that reason their interpersonal relationships to be affected negatively. (Fahlberg, 1994, p. 39)

In addition, the experience of unpredicted emotional attachments to others are an unfortunate effect of children’s efforts to deal with puberty. They aspire to obtain a new identity, independence and be sexually developed, but many of them are involved in sexual relationships without any discretion (Mouzakitis, 1986, pp.26-27).

In research by Gibbs and Sinclair (1998), residents are described as troubled and troublesome, being violent to adults and other children, putting themselves and others at risk through sexual behaviour; they are runaways from Homes and their own homes; they lack friends (Gibbs and Sinclair, 1998, p. 24).

Barter, considering violence which may exist in Homes, suggests some confrontation strategies so as to have better outcomes:

- a) Amplification of friendship skills;

- b) Mentoring schemes in which children who matched together stay together;
- c) Peer group counselling, support and mediation;
- d) Confidential support;
- e) Positive reward system for good behaviour (Barter, in Kendrick, 2008, p.148).

Cameron and Maginn recommend a support system which includes specific strategies:

- a) Risk assessment, which is consideration of potential and actual risk;
- b) Risk management, which has to do with examination of options and estimation of benefits on children's behaviour. This includes proactive measures by preventing difficulties, early intervention, helping children in difficult situations, and planning of reactive measures by managing children safely when these situations are unavoidable (Cameron and Maginn, 2009, pp. 57, 61-62).

Research findings in British Homes showed better outcomes of children's behaviour and higher staff morale when the manager followed positive, clear, well-worked strategies for practice associated with education and behaviour (Byford, Gibbs, Hicks and Weatherly, 2007, pp.187, 193).

The child's capability to make choices is essential for his/her self-sense and self-reflection development. Insecurely attached children will be restricted in that ability. Those with avoidant attachment will limit choice-making by

dominating and controlling outcomes of social interaction. Anxious and ambivalent children will escape and make others make the choices. Children with no attachments will be totally confused even with choices for simple things, which is affiliated with a victim role.

The environment of the Home may be helpful in providing a limitation of the choices available and suitable regulation patterns for the self. Thereby, overwhelming feelings will be avoided (Cairns, 2002, pp.88, 90). To help the child on this, specialists' support could be provided so to control specific behavioural problems that could be serious obstacles in future social positions.

“Homes shouldn't be a place where there is a focus directly on control issues but most assuredly children are encouraged by maintained containing relationships in which they will feel that their anxieties are suitable understood and contained” (Smith, Fulcher, Doran, 2013, p. 24)

Contacts with relatives and family should be maintained, because this is the child's natural environment and comprises roots that orientate him/her as person.

In recent research was showed that nearly all (91%) of the young people had regular face-to-face contact with parents and 56% saw a parent at least weekly. However, residential workers had concerns about the quality and impact of contact in over half of all cases. (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010 p. 37).

However, observations' findings in Greek Homes revealed:

a. Parents and children often do not have contact;

b. The staff's view about parents that they are aggressive, rejecting and/or indifferent. This kind of behaviour was seen during strict arranged visiting times (Agathonos-Georgakopoulou and Stathopoulou, 1998, pp.172, 175-176).

The child's meetings with their family will be arranged on a schedule with social worker so that child's programme in the Home will not be disturbed.

Children may also need some time to be prepared for this meeting.

A social worker states on this subject: Before we scheduled meetings, it was a mess. Mary, for example, was so anxious that she couldn't concentrate all day. She was standing beside the main entrance of the Home and waiting for her parents to show up, from the morning until the afternoon. With visits arranged at a specific day and time, we managed to make her follow the programme and stay at the door for one hour before her parents' arrival.

The social worker meets parents regularly and shares the child's progress with them. After the child and parents meet, the presence of the social worker may be needed because contact with family brings painful memories, fear and mixed feelings of joy and sadness which can be analysed and help the child to control them.

Archer, Hicks and Whitaker highlight the importance of parents' involvement in their children's lives regarding school progress, confronting trouble and medical conditions (Archer, Hicks and Whitaker, 1998, pp.103, 105, 107).

Ann was 11 years old and she hadn't seen her parents for long time. A short time before their first meeting she vomited. The same scene was repeated at the next meeting as well. The social worker understood that this was caused by her stress. Before the third meeting, they talked about the whole procedure. Ann felt better and asked the caseworker to stay with her during the meeting. Then, the meetings became routine and Ann never vomited again.

Although staff play a substitute carers' role in children's lives, they ought not to disaffect them from their parents. They need to inform them about their children, to avoid triggering jealousy and resentment, and even support them (Archer, Hicks and Whitaker, 1998, p.112).

The social worker bears in mind that the presence of the family presence cannot be substituted completely by just any alternative. "Staff may provide new relationship experiences which supplement family experiences or provide alternative forms of experience but can never provide a substitute for parental experience" (Balbernie, 1966, p.187).

Yet, every step children take to improve is a huge step towards being a future active member of society. This is why the caseworker will help them accept their family as it is and simultaneously encourage them to move on from negative experiences and create emotionally stable contacts without making the same mistakes.

At this point, the social workers' role is very important. Many times they explain again and again what has happened and why, give answers about the children's future and highlight to them that they can move on and succeed.

The function of the daily programme of the Home is often under the social worker's observation. He/she has a duty to help children in issues of discipline, active participation, and social behaviour. Above all, he/she cultivates children's feelings of belonging through programme but also through the staff's contribution.

In a recent research was found that Homes with a positive staff culture had a pleasant atmosphere with humour and laughter within the staff group, with young people. (Berridge, Biehal, Henry, Research Report DFE-RR201, 2010 p. 45).

“Because growing up is inevitably beset by difficulties, conflicts, and setbacks, a strong incentive is needed. This is provided by pleasure shown at success and praise given for achievement by adults who love the child and whom he/she in turn loves and wants to please. Encouragement and reasonable demands act as a spur to perseverance” (Lee, 1978, p.28).

From the time that child is admitted to the Home, everything should represent a different and better image than that of the family. This is the reason that everyone should behave as caring adults and avoid reminding the child of the harm caused by the family. Only in this way can the Home work and achieve its goals, meaning protecting and raising children, effectively.

Neglected children have learned that people are untruthful. For that reason they feel worthless and impatient, find it impossible to share things with others, and provoke violence. They do not feel they are in need of any type of remedy because they have experienced this behaviour as natural. In order to “turn them around”, social workers and staff should give such children new experiences by showing concern and kindness, portray a trustworthy, honest and supportive figure, taking large amounts of time and understanding in order to change their perception of adults. If the above are met, children can improve their communication (Archer, Hicks and Whitaker, 1998, pp.57-58).

Many children who live in a Home, even when they are old enough to make decisions about their future, feel safer if these decisions are first discussed with the social worker. "...children want to know that adults around them can make adult and balanced decisions" (Wills, 1981, p.48)

Tim was 21 years old and he had been working in a store since he was 18. He was going to stay at that job until he finished his studies. He was not satisfied with the working conditions which he discussed many times with social worker. The latter encouraged him by saying that he would soon finish his studies and he would be able to find a better one. One day, he was very upset and he was ready to quit. The social worker was in the living room when Tim opened the door furiously and without saying "Hello" cried: "I will quit! I will do it! I can't stay anymore! That's all!" He took a few breaths and more calmly said: "I just want you to know it." They sat and discussed all the consequences that this action would cause and the possibilities of finding improvement at the same job so that it could be tolerated.

Ultimately, Tim did not quit but he obtained a better position at the same firm and he is now satisfied.

"Children need from residential worker something direct and real; treatment surely lies in workers' ability to provide real experiences for them such as good care, comfort and control" (Winnicott, 1989, p.40).

Homes which hope to raise respectable and response able children, have to provide the following: a safe environment, key relationships with carers, clear and predictable boundaries, routines and structures, a degree of tolerance, supported carers. (Smith, Fulcher, Doran, 2013, p. 121)

Early adverse experiences make the development of substantial and positive relationships difficult and amplify defensive responses. Neglected children may feel that every adult will neglect them. They may also mobilise defensive mechanisms like splitting and projection to be unconsciously disengaged from the anxiety of not being wanted. The social workers' task is to

take this unconscious state into account, in order to make sense of children's relationships and behaviour, and realize process and handle these feelings. (Ruch, in Ruch, Turney and Ward, 2010, pp.34, 38-39).

“With warmth and perseverance, you can be a bridge that supports children to develop the friendships and relationships that will sustain them in the wider world”(Emond, Steckley, Roesch-Marsh, 2016, p. 212).

After leaving the Home

This section is not a separate matter from the previous ones. The process of leaving begins at some point after the child's arrival at the Home and constitutes the goal of the whole program.

It would be very helpful to secure children's futures if caregivers ensure that they:

- a) Can master conditions which may trouble them;
- b) Have obtained skills to solve their social problems successfully, which is a special accomplishment for the future (Pellegrini, 1983).

A Home is a small community, a microcosm of society. The period the child spends in it is crucial ongoing preparation for socialisation. Everything that the child has gained in the Home will affect his/her new life. For this reason, the Home's target is to prepare children to stand on their own feet and avoid institutionalisation.

Results of research in Greek Homes indicate that children who were reared in residential care faced more social and financial adversity in adulthood, had less contact with relatives, parents and siblings and experienced more problems in intimate relationships such as marriages. 20% of men and 35% of women had no friends and had higher scores in depression and somatic symptoms (Vorria, Sarafidou and Papaligoura, 2004, p.176).

In British Homes, it was found that care leavers are likely to experience unemployment due to limited qualifications, housing movement in the early months after care, early parenthood, and health risk behaviours.

Operations which can lead to better outcomes in terms of residents' leaving:

a) Good outcomes in after care are initiated from care in the Home and, for that reason, the system of Homes function should include stability, continuity and maintain links to the family and community;

b) The age of leaving care to allow a comfortable and well-managed transition to alternative living arrangements;

c) Support has to be given in access to education, training, and employment;

d) Support and guidance for leavers with disabilities, difficulties in health, well-being and risk behaviour;

e) Continuation of support in all areas of life after leaving (Dixon, in Kendrick, 2008, pp.81-88).

Schofield (2003) suggests that coping well with adulthood by young people who leave care, depends on the opportunities given to love others, feel lovable, be able to make sense of the past and present, plan for the future effectively, be adaptable and able to explore and learn (Schofield in Allain and Cocker, 2008, p.190).

Stein apposes that “...many care leavers, as a consequence of their pre-care and care experiences, are unable to take advantage of educational opportunities (Cheung & Heath 1994; Stein 1994; Jackson 2001; Social Exclusion Unit 2003; Ajayi & Quigley 2006; Jackson & Simon 2006). “...in the context of extended transitions, the family plays an increasing role in providing financial, practical and emotional support. But for many care leavers their family relationships at this time may be missing or problematic rather than supportive”(Biehal & Wade 1996; Sinclair et al. 2005). (In Stein, 2006)

The same source believes that “...it is an irony that a group of young people who are identified as being particularly in need of care are also the group required to move towards early self-reliance (Stein, in Holland, 2009)

One of social workers’ aims is for young people’s relationships to work as best they can; thus, along with the provision of a secure emotional base, they should encourage children’s ambitions and aspirations and support their establishment and development in social networks (Luckock, Stevens and Young in Lafevre and Luckock, 2008, p.14).

Whether children return to their parents or start life as adults, the social worker is there to support them in their decisions. He/she is also the person that prepares the family and checks if everything is ready for the child’s return.

Children revealed in a research that they need social workers support but they prefer it less formal and more relationship-oriented (Allen, 2003 in Oliver, CWDU, June 2010, p. 24)

The young leaver's behaviour is underpinned by anxiety, which results from the pressure and difficulties of a new independent environment. Thus they may be aggressive, or even hostile, and perceive other people as having no good intentions and being unwilling to help them. The social worker's task is to acknowledge this pressure, ease their difficulties by finding practical solutions and above all, to help them comprehend their actions and the inner base of their behaviour (Ruch, in Ruch, Turney and Ward, 2010, pp.31-32).

Young leavers revealed their opinion about social workers "Someone who can talk to children, get to know them, take out and phone regularly so they keep in touch with what is happening". (Munro, 2001, Child & Family Social Work, V6 p. 131)

Stein suggests "Improving outcomes for these young people will require more comprehensive responses across their life course: (1) early intervention and family support; (2) providing better quality care to compensate them for their damaging pre-care experiences through stability and continuity, as well as assistance to overcome educational deficits; (3) providing opportunities for more gradual transitions from care that are more akin to normative transitions; and (4) providing ongoing support to those young people who need it, especially those young people with mental-health problems and complex needs." (Stein, 2006)

The same source adds that a successful preparation for moving on, depends on good assessment, support and participation, on given opportunities to learn skills in a context of stable setting. In which a supporting system of lodging should be exists alongside with personal and financial support, education, employment and training. (Stein, 1997, in Thomas, 2005, p. 159160).

After a survey, it was showed that care leavers profiled: moving to independence at very young age, high level of unemployment and the low levels of income, Accommodation problems, including temporary accommodation, drift and homelessness, high proportion of young women who become parents at a very young age.

On the side of the support services it was presented: low level of follow up support from residential social workers, it was questioned whether leaving foster care is in fact similar to leaving birth families, professional support and financial assistance is diminished, (Biehal, Clayden, Stein, Wade, 1994)

Thomas concludes that if we wish to have a successful outcome on this area then good general and accessible services for young people should be accompanied with the practitioners' real commitment and listening of young people's voices." (Thomas, 2005, p. 177).

In reality, the four stages in which the social worker operates is one stage. It is the child who needs to grow up as a person with rights and opportunities. The social worker has a central role in this procedure from beginning to end.

Above all, one thing must predominate during the relationship between the social worker and the children, and that is respect of the human right to live a life with opportunities to improve it. When this right is lost, we have to help people find it again.

"Specialists who take over cases such as child abuse and neglect should be experienced in this field, be confident of themselves in what they are doing and

have very good knowledge of the individuality of every case of abused and neglected children.

Social workers' work will be helped if their personality consists of:

- a) A willingness to exceed professional limits in order to help families;
- b) Having much satisfaction in their personal lives to avoid looking for fulfilment in clients' needs;
- c) Having adequate knowledge of children's development and behaviour and sharing this knowledge with parents;
- d) Ability to make decisions for others with the aim of child's benefit;
- e) Objectivity and ability to set limits (Hatzifotiou, Anousaki and Gianoulakou, 2003, p.215).

According to Munro "acting in the best children's interest is not just a matter of good intentions but also knowledge on what the best interest of the children in a particular circumstances." (Munro, 2001, Child & Family Social Work, V6, p. 134)

Bell's and Munro studies point out how the role of the social worker is seen by a child: their relationship and its continuity is very important. They also need from him/her reliability and availability, to do things together, advocacy and confidentiality. (Bell, Munro, 2001 in Thomas, 2005, p. 188-189).

Thomas and O'Kane add on this that children require from the social worker to have good communication skills, a personal style, to be caring, helpful,

fair and understanding and have fun together. (Thomas, O’Kane 1998a in Thomas, 2005, p. 189)

Ridley et al appose results of research which revealed looked after children and care leavers’ opinion on social work practitioners. They want to listen to them and take them seriously, to be reliable; to take action on things concerning young people and advocate for them; to focus on what is good for them and to take a genuine interest in them; to respect confidences; to treat them as individuals; and to involve them in decisions (Ridley et al, 2013).

In many research studies children in care underline as a failing in their relationship with the social workers the frequent changes of the workers. This lack of continuity has been highlighted as contributing to the poor mental health of LAC and young people (Stanley 2007; Unrau et al. 2008.in Ridley et al, 2013) On the other hand “the continuity of relationship was an important factor but only if the relationship was positive.” (Ridley et al, 2013)

The same source cites study’s findings which showed that “...quality relationships can develop between practitioners and the children and young people they work with. Regardless of organizational model, a continued focus on rights and relationship- based approaches would seem to hold the most potential for achieving the type of professional practice most valued by looked after children and care leavers. (Ridley et al, 2013)

The role of the Home’s workers is to make children think and react assertively. To accomplish that they have to: enable children in the identification of their own inner experience, encourage them to recognise and communicate both

feelings and needs, make them aware of the fact that other people also have feelings and needs, teach them how to find their own place in social networks, and finally, above all, to form relationships in the safety of loving and being loved (Cairns, 2002, p.95).

When a new environment offers positive and consistent care-giving experiences, this contributes to the establishment of secure attachments. This then increases the possibility of integrated development (Ruch, in Ruch, Turney and Ward, 2010, p.43).

Rutter's research gives emphasis to the importance of the empowerment: children with positive feelings of self-esteem, mastery and control can more easily manage stressful experiences (Munro, 2001, Child & Family Social Work, V6, p. 133-134).

According to Thomas a placement's success depends on the household's culture and atmosphere and to the direct work with children of the people who work in these establishments. These settings like Homes should be open to the outside world, to supervision, advice and scrutiny with the aim to safeguard and promote children's and young people's welfare. (Thomas, 2005, p. 131)

According to Holland that which should be done in everyday practice is "... to value an ethic of care with looked after young people is to ensure that children who are looked after are enabled to form and sustain lasting care relationships, with formal carers and social workers and with their informal carers and social workers and family networks. It seems fundamental to an individual's well-being that they may be able to envisage a future in which they will have continued

caring relationships... to pay as much attention to how care is achieved as to how it is ascribed. Social workers could be reminded to value and pay attention to a whole range of care relationships, including those that young people care for and about. Above all, I would suggest that we re-balance our priorities so that interdependency and care are valued and welcomed alongside goals of autonomy and self-reliance.” (Holland, 2009).

FINANCIAL CRISIS IN GREECE AND CHILDREN'S HOMES

The financial crisis which began in Greece in 2009 has had an effect on the residential system and foremost the Children's Homes.

Private Homes' revenue comes from the use of buildings which were donated with the aim to rent them and use the profit for their operating expenses. Due to the new financial policy regime the institutions are now liable for property taxes on these buildings which did not exist before. It had previously been an abatement from the state applied to these settings for their social contribution to people in need.

The Greek state begin now to deal with residential institutions as profit-making companies which have to pay taxes in full. This tax abatement that existed before has not been repealed in any other country of the EU, including Ireland, Portugal, Spain and Italy which have been under the same as Greek current financial state.

In specific terms, the tax rate is 26% with an additional tax over the income from the tangible assets of the organisation of 3% which cannot be set against the expenses that Homes need in order to fulfil their objectives.

The Governments that took over from the beginning of the crisis until now have refused any change on the law. On the contrary, there is bureaucracy and delay on the lease payment of buildings that they rent from these organisations.

The Homes requested that the state recognise their role by counterbalancing their contribution to children's care with a part of the tax amount, but the finance ministry refused again.

Furthermore, businesses and any individual who was motivated to donate to the non-profit institutions were previously able to deduct the donated amount from their tax bill; after the new measures, these donations are not considered as deductible spending. The result is that donations which for some Homes are the main income, come to be decreased.

If we add to all these the vertical drop in lease rates which means many buildings being rented with very low prices or they stay untenanted, it can be assumed that Homes face a matter of survival.

After effects of the above are an array of changes in Homes and that begin from the staffing levels which have been reduced and a big part of the duties or previously paid staff has been assigned to the volunteers. Those who have remained receive much lower salaries, and they are overloaded with many duties. Personnel hiring became impossible.

Some Homes being unable to fulfil their purposes have been merged with other Homes and the children transferred, disrupting the working relationships which this research has shown to be so significant.

Moreover the number of children in need is increased, because families, due to unemployment and poverty become unable to bring them up and they leave them to Homes' care.

Specifically in the year of 2013 the request for admission to Homes for reason of financial problems in families was increased by 28%. (In life, web newspaper, 17/4/13). Homes have to refuse this kind of help in many families because they face many financial problems. Thus for some children there is no place to accommodate them.

It is obvious that Homes contend with an equivalent situation which is accompanied by the whole negative situation in Greece. For most of them, some programmes are unable to continue especially those which needed extra expenses and specialized personnel. For others the things are so difficult that their survival is barely achievable.

How then under these circumstances is the relationship between social workers and children influenced?

Contacts with the social workers of five Homes revealed that although the things in Homes have changed for the worse as the above information denoted, the relationship between staff and children has not changed. The children relate to social workers as they used to, despite the disruptions matters which arise from the financial situation in Greece. These who were transferred however display the need for personal contact more strongly than the children who stayed in the same Homes.

According to the social workers the positive feelings about them continue being expressed and children rely on the social worker more than ever in order to face all these new reality of Greece which impacts on their life chances too.

Although social workers have to deal with more work due to reduced staff levels, they claimed that the specific difficulties made their bond with children stronger because the latter's need for support, safety and comfort is bigger than ever.

For that reason, social workers set aside other duties and they prefer to talk with children intending to explain the situation and reassure them that everything is going to be all right. The sustained frequency of the contacts has brought them closer.

FROM THE THEORY TO RESEARCH

“Neglect involves breakdown in relationships. This manifests either unwillingness or inability on the part of the child’s primary carer to offer reliable and adequate care” (Tanner and Turney, 2000, p.340).

Concepts of relationships, contacts and attachments belong to the social and emotional field, and when these concepts reflect negative meanings then these two aspects of the child’s development are impacted. However, as was presented, the impacts of the unaffectionate parent–child relationship may be seen at every aspect of development, and be “long lasting on child’s emotional, cognitive, and social development” (Tanner and Turney, 2000, p.340).

After this, the child’s future relationships are predicted to be ominous exactly because the foundation of child–parent attachments are characterised as insecure, ambivalent, avoidant and/or rejective.

Furthermore, neglect was found to be significantly related both to increased psychological problems like anxiety, depression, somatisation, paranoia and hostility (Gauthier, Stallak, Messè and Aronoff, 1996, pp.549, 559).

Due to neglect, many children have been referred to Homes. Homes are expected to provide shelter and security, physical and medical care, supervision, and opportunities for education and to contribute to their daily programme to replace the previous inadequate and/or insensitive environment.

Filippou analysed the “Home” not as the structure of an external environment but as a setting where personalities and characters are built, as the

inner place of the child's soul. The Home is the "mental ground" for emotional interaction, attachments, action, accomplishments and nurturing. It represents individuality, personal stories and dreams.

For these reasons, specialists who take care of children's "mental ground" ought to create the environment of attachments without falling into the trap of "covering" it. On the contrary, they should give to children the chance for new experiences by being beside and close to them and not inhibit them by claiming expertise on the experiences themselves, and in this way force them to feel like the Home is a close institution (Filippou, 1998, p.332).

Greek Homes, particularly private ones, aim at and encourage the creation of attachments between children and carers as a means of emotional remediation and represent the philosophy that these bonds can be the basis of the effectiveness of children's secure upbringing.

In this difficult process, the social worker has a special role. Through the methods of social work and the association of other specialists, he/she tries to understand the child's feelings and thoughts about family, personality, life in the Home and his/her future, and helps them to adjust, continue and organise their lives and plan for the future.

After 25 years of experience as a social worker in Homes I have ascertained that attachments and bonds that were created in the Home brought about positive effects on children's emotional condition, their progress at school, even on physical development.

These realisations were my conclusions and carefully marked observations of my experiences of working in a Home. The subjects of these observations have been relationships between neglected children and staff, between children, parents and social workers in the Home in which I have been working but in other Homes as well.

Conclusions were enhanced by the expressing of verbalisations of feelings and thoughts that neglected and abused children created for the social workers' role. In many of these verbalisations, children often express the view that social workers have power which can change many adversities in children's lives.

Anne was an abused child and claimed, "Social services are very powerful and if they're not helpful it's really difficult. And without parents you've got no one to go back to. I don't think most people realize that: how we depend on social services if we're in care. It's their job, but our lives" (Walker, 1992, p.100).

Mary was a 9-year-old girl and she had been living in a Home since she was 3 years old. One day she was hiding behind the door of the Home's living room and she was peeking at the social worker who happened to be passing. The girl didn't want to play or to be hidden for any reason. She just was watching the social worker without giving any notice of her presence. The social worker saw her out of the corner of her eye; she didn't talk and waited for her reaction. Mary didn't say anything but stood there. She seemed as if she wanted to grasp something precious from the social worker's figure. The social worker felt that the girl really took something from her while she was passing through.

As the above examples demonstrate, there are some very powerful feelings in their relationship that children need to absorb because the abusive or neglectful behaviour of parents have left many emotional gaps. They need to take everything they can from the people who bring them up to fill these gaps and move on. In a Home there are carers, people who run the Home and other staff.

Social workers are the people who intervene in children's lives, sometimes in all of its dimensions. With their knowledge and their personalities, they help neglected children to grow up, and this makes their role fundamental.

According to Butler and Williamson (1994) young people want social workers to show individual attention, trust and confidentiality. They wish professionals to be available and accessible, avoiding passing judgement on their behaviour. They don't want superficial friendships by social workers but straightforward and effective support.

A social worker examined what she represents for the children in the Home:

Vikki, 12 years old: "She is my third mum. First my natural mum, second Mrs. Sia [carer] and then Miss Pat [social worker]."

Tonia, 12 years old: "She is my future," She was asked to analyse it: "Well, I can tell that I have a future when I have her near me.

Efy, 10 years old: "She is an important part of my life"

Poly, 9 years old: “She is a person that I can trust. So I can ask her what to do because she will consult me correctly. But I also like her role when she takes us for a ride in the car or for a walk.”

Olga, 16 years old: “She is a person who can understand you and then, in a nice way, advise you.”

Maria, 17 years old: “She is the one that I can tell my problems to and help me to find solutions.”

Christina, 15 years old: “I can express my feelings to her and she can help me to put them in order” (Christina always feels confusion with her emotional attitude towards people).

Sofia, 10 years old: “Her interest for me is like a mum’s interest for her child. This issue of my dyslexia was very serious. My God, if she wasn’t there to support me and take me to proper specialists ... I was totally overcome in my own inability.”

Liana, 10 years old: “She is like aunt to me. I like going for rides with her.”

Faith, 7 years old: “I love her like I love my mum because she loves me back in the same way that mum does ... she also cares for me.”

Olia, 13 years old (she was the first that was asked but she refused to answer because she found it difficult. Then as the last member of group she answered): “She is a person who loves me and knows when to give me things to

do” (Olia has difficulty with time and she is always idling around. Thus a person who helps her to organise her schedule seems to be important).

In this rough plan of research we can see children’s opinions about the social worker’s role. A variety of characterisations were observed, which depend on children’s age, their past and present experience, and specific difficulties and problems.

Thus it can be seen that for young children, the social worker is a substitute for their mum or aunt who loves them and cares for them. For children that are facing some problem, she is a person that they can count on and wait for help from. For older children, her role is clearer. She is an expert that they can ask and find a complete way of confronting their problems. In every case, the child’s opinion revealed that the social worker’s role was very important in their lives and we can see, as in Mary’s example, a very powerful bond that many times can substitute for even the dearest relationships that children depend on.

In the following example, it appears this bond is so much stronger than already presented that it may suggest a extreme reaction.

Polly was 8 years old when she was asked by the social worker of the Home to draw a picture. She drew a bridge where little people were passing. One of them was taller and another was left behind. Social worker asked Polly to explain what she had just drawn. Polly explained that the little people were the children of the Home, the taller person was the social worker and the one left behind was Polly. Suddenly it was as if Polly left the room and entered into the picture. The picture became her reality. Then she said, in an agonised manner:

“The bridge is falling and I am still on it! Other children have passed and they are safe. I am going to fall!!! The social worker asked her: “What do we do when we are in danger? “I am falling!!! I’m falling!!!” Social worker: “What should you do?” Polly (terrified): “I’m going to scream for help.” Social worker: “And then?” Polly (calmer): “Then you come from the other side and save me!” After that it was as if she returned to the room.

Another social worker gave written her thoughts of teenage, high school children who comprise a group organised in the Home. Children were asked to give their opinions among other issues about the social worker. Three of them were as follows:

Vicki, 13 years old: “I love Mrs. Liana. The only negative, annoying thing that I can say about her is that when we ask something, a favour that is against the Home’s rules, she always says NO. I would prefer her to look different but I love her anyway! Oh! I like her when she laughs (she laughs like a baby).”

Ann, 14 years old: “She has ability to make others laugh. Sometimes, when she is very strict with our duties in the Home she seems unreasonable to me.”

Pam, 13 years old: “I am so glad that she followed that profession. She is very pretty although she is not married yet. But you know I have a fear that when she gets married she may leave. Many women stop working after their marriage. She behaves very nicely with children and that makes her very kind.

- Mrs. Liana, don’t ever quit from your duties because then we may quit from our duty to fight for a better life.”

By studying children's views and experts' opinions about the relationships of neglected children with social workers in Children's Homes, many important clues are revealed, even from simple spontaneous answers and actions.

The bonds and impacts that I detected during 20 years of experience in a Children's Home created the intention to search for and study them, and therefore to confirm whether these facts were circumstantial or a reality which could add important elements to the theory of what social workers can contribute to the benefit of neglected children and to Homes' programmes and functions.

According to Darlington and Scott (2002), if we are to develop social services that really meet children's needs, we have to recognise the importance of understanding more children's experiences (pp.101-102).

This research aims at this idea of more understanding of neglected children's lives in Homes and the role of the bonds with social workers. In depth research will be an opportunity to uncover this relationship and its dimensions more closely and deeply, based on children's views and opinions and social workers' presentation of their experiences. Through such results we will be able to see what the social worker really represents for neglected children who live in a Home. Furthermore, we will see the influences that this bond has in children's lives in the Home but also after leaving.

The aim of this research is to bring to the surface children's and social workers' experiences on a topic of sensitivity and emotional depth. For Padgett, the best way to lead us to this depth and "... capture 'lived experiences' from the

perspectives of those who live it and create meaning from it” is qualitative research (Padgett, 1998, p.8).

“Qualitative methods are interested in how others see and experience the world and allow subjects’ views on their experiences to be explored by themselves” (Darlington and Scott, 2002, p.20, p 8).

It could be said that qualitative methods may accord with the originality of what this research intends to achieve; that is, discovering children’s feelings and thoughts of what the social worker represents. “...qualitative research has the ability to focus on actual practice, looking at how social interactions are routinely enacted” (Silverman, 1993, p.832)

RESEARCH METHODS

Research methods that are followed:

- a. Semi-structured interviews
- b. Data from children's drawings and written thoughts.
- c. Indirect observation

“...when data from field notes, interviews, and archival material is convergent and support each other, we can be more confident of our observations and study conclusions” (Padgett, 1998, p.98).

Interview by questionnaire

The aim of this research is to shed light on the relationship between the neglected child and the social worker in the Home. Previous examples showed that children's statements and social workers' experiences reveal many sides and truths about this relationship.

“Children experience a wide range of social relationships and engage in life experiences which are often quite independent of adults' concerns. Services responsible for children's provision would benefit from encouraging proactive participation of children” (Lloyd-Smith and Tarr, 2002, p. 70)

Semi-structured interviews with open-ended questions would give opportunities to informants to express themselves on what they have experienced in the Home and bring everything concerning this relationship to the surface in methodical way.

“...an interview is a method to collect information with the purpose of developing/constructing a ‘model’ of some aspect of reality” (Wengraf, 2006, p.4). “...an interview allows for rich, deep and complete information and there is more opportunity for significant details to be included The field of information is wider; for example, the interviewer can observe the environment of the Home, the appearance of the informant, etc.” (Filiass, 1999, p.129).

The purpose of this research is to bring to the surface neglected children’s feelings and thoughts about social workers and social workers’ points of view.

“... in qualitative research the best way to collect information about experiences, thoughts, states, aspects, and representations of participants is the interview” (Iosifidis, 2003, p.39). “...the interview can be adapted. The interviewer can follow up ideas, probe responses and investigate motives and feelings.... The way the response is made (tone of voice, facial expressions, hesitation, etc.) can provide information that written responses would conceal...” (Bell, 1993, p.91).

Furthermore, children, who could confuse or misunderstand a question more easily, may give confusing or contradictory answers; the interviewer is there to help rephrase, explain, and correct a contradictory answer.

“...the interview as research procedure allows both parties to explore the meaning of questions and answers involved. There is implicit or explicit sharing and/or negotiation of understanding in the interview situation. Any misunderstanding on the part of the interviewer or the interviewee can be checked

immediately ...” (Brenner, Brown and Canter, 1985, p.3, in Darlington and Scott, 2002, p.49).

In this research, the respondents are neglected children who have had adverse relationships and experiences, and now they are called to talk about this delicate issue. This is another reason why an interviewer should be there to help.

“Individual contacts with children are generally preferable for the private exploration of personal issues. Many children will be reluctant to share sensitive matters in a group” (Greene and Hill, in Greene and Hogan, 2006, p.17).

Such kinds of issues constitute children’s experiences in the neglectful family and in the Home, and for that reason the method of the group interview is excluded. These kinds of expressions of feelings and experiences need privacy and a sense of comfort and trust which only private contact can provide.

“Standard interview practice might also have to be modified to protect children’s privacy and confidentiality, especially in settings where children are likely to worry about their responses being reported to adult authorities” (Scott, 1997b, in Christensen, James, 2000, p.103).

As mentioned, semi-structured interviews will follow. It will be easier for children to cooperate if the whole procedure depends on the contents of pre-designed questions. On the other hand, the interview can be flexible as well. The interviewer can move freely to help children and fill in the blanks in case they are unable to answer a question and it is easier for them to revise the answer of a previous question.

In addition, some issues, especially these that have to do with feelings and relationships, may need further discussion that the answer's content would otherwise not reveal. At this point, it should be mentioned that the interviewer will keep notes of whatever will be said further than the specific question requires because they may incorporate clues which will complete significant pieces of the picture that we are looking for.

The interview includes a high degree of the capacity to obtain information about things including thoughts emotions as well as past and future events (Darlington and Scott, 2002, p.73). "...the close contact of researcher and researched and the possibility of verbal and direct explanation increases the probability of subjects' positive responses" (Kiriazi, 1999, p.125)

A researcher who interviews children should keep in mind some "features which may lead to underestimation of children" (Dockrell, Lewis and Lindsay, 2002, p.53). These may be:

- a. Linguistic. Children may be unable to comprehend the meanings of specific vocabulary items and fail to fulfil a task.
- b. Cognitive. The young subjects of the research may not be able to cope with all the task demands that are required because these may rely on higher-order cognitive skills.
- c. Memory skills. Additional demands that are placed on children's memory system may prevent the success of participation because they make the tasks too complex.

d. The balance between text and context. The way that tasks are presented by the interviewer influences children's performance.

Furthermore, the researcher should have in mind that:

a. If children do not understand the situation, they guess from the nature of the problem how it might be solved. For that reason, the researcher should have the skill to distinguish a guess from the correct response.

b. The interviewer needs to ensure that the tasks which are given to children can be perceived in a simple and direct way.

c. Researchers should be aware of the ways that children respond if they wish to avoid results' distortion. For example, children may change the response if a question is repeated, or agree with the last thing that the experimenter said.

“... give to the child unambiguous and comprehensible instructions at the start of interview; avoid leading questions; explicitly permit ‘don’t know’ responses to avoid best guesses; and interview child on home ground, if possible” (Christensen and James, 2000, p.20).

“When you work with adults, they have preconceived ideas and expectations of how to behave, what will happen, how they are expected to interact with the researcher But children have no such expectations. And while you can often spend a considerable amount of time with an adult, with children time is limited ... so the researcher has to be extremely focused on research objectives and on enticing the child to reveal thoughts and impressions, attitudes and concerns, in a very short period of time” (Cooper and Schindler, 2003, p.159).

“Only by listening and hearing what children say and paying attention to the ways in which they communicate with us will progress be made towards conducting research with, rather than simply on, children” (Christensen and James, 2000, p.7).

The disadvantage of this approach is the questionable reliability of data. This can be avoided by using the alternate forms method where equivalent versions of the same items will be given and then the results will be correlated (Bell, 1993).

The danger in this process is that of the answers’ variety. This can be checked in the pilot study (Fillias, 1999, p.66). A pilot sample not only helps in checking reliability, but it is also a test for the interview’s length, formulation and expression of questions.

Another item that should be examined is that of validity. Colleagues’ opinions about the research’s themes will be a process that can contribute to the checking of validity. The latter can be achieved by using another method of research. Data can be correlated and be compared with one another.

The fact that a questionnaire is the best way to collect information about a relationship, especially between adults and children, is justified by a framework of the UK’s Health Department: “... a questionnaire can be introduced as a way of understanding the family’s or individual members’ needs or to acknowledge the extent of current shared knowledge of the family’s predicament. With some it may be relevant to indicate, at the outset, that the questionnaire may provide

suggestions for the support the family requires, or aspects that the carer and social worker can work on together” (Department of Health, UK, 2000).

The questionnaire consists of:

- a. Closed questions: for example, age, gender etc. This type of question is best for personal data and will help at the beginning of the interview to make children feel more comfortable.
- b. Pre-coded questions. These help children because they will choose pre-selected answers. They allow a better choice than closed questions, especially for issues that need more complex answers. They also can be compared with each other; they are precise and gathered easily, we help children by giving them new ideas.

Both of the above kinds of questions are easier to analyse and interpret at the analysis stage.

- c. Scales (Likert scale, semantic differential scale and catalogues). These can present respondents’ positions about specific issues.

In this research, children are called to respond to questions concerning many difficult and abstract ideas and issues like adverse experiences or deep feelings about new relationships. Due to the children’s young age this fact may be an obstacle to responses if no suggestions are accorded the main questions to help them. For this reason, scales and pre-coded questions will be used although the qualitative method has been chosen.

d. Open-ended questions: children have the space to state opinions and express feelings. “Open-ended questions are necessary for the gathering of information concerning refined issues” (Javeau, 2000, p.99).

Open-ended questions gather more information and have more probability of not overlooking important points (Filiass, 1992). In this research, in which we need to broaden our picture about children’s and social workers’ relationship, the best way of gathering opinions is by open-ended questions.

“...open-ended interviews have been shown to be the most effective way to find out about experiences of childhood because the flexible face-to-face format of this method allows researcher to follow up on vague, confusing, contradictory, information, sensitively and systematically While interviews are a highly flexible and adaptable way to explore sensitive experiences and to investigate children’s perceptions, interviewing methods present particular challenges to data analysis” (Rogers, Casey, Ekert and Holland, in Greene and Hogan, 2003, p.159).

Moreover, when interviewees cannot express themselves (which is a great possibility for children), “there is a danger to answer in a hurry with a ‘yes’ or a ‘no’. On the contrary, with an extensive answer, they will be allowed to show hesitation, to think loudly and present their opinion fully” (Filiass, 1992, p.147).

The researcher should keep in mind generally accepted rules while a questionnaire is formed. Especially for this research, which deals with delicate subjects such as children, the rules below can be an indication of how to avoid negative responses:

- a. Vocabulary that is used for questions should be simple, exact and comprehensible.
- b. Every question should only refer to one issue.
- c. Questions must not exhort the research subjects to give a specific answer.
- d. Questions should not presuppose knowledge that the interviewee probably does not have.
- e. Every question on the questionnaire should be as plain as possible (Kiriazi, 1999, p.133).

“The more pleasant and remarkable a questionnaire is considered by the subjects the more positive responses we will have from them Questions that may insult, offend or provoke negative reactions of respondents should be avoided It should be clearly shown that the research subjects’ anonymity is ensured by researchers” (Dimitropoulos, 2004, p.208).

Ethical Issues

Neglected children are vulnerable children and ethical questions may arise. In my 25 years of experience it is borne out that children in Homes love being asked about themselves and expressing their opinions on any issue if trust and value are given to their statements.

“Although the respondent is considered the expert, the researcher should be knowledgeable about the topic at hand” (Padgett, 1998, p.47). My long period of experience of neglected children creates a safe basis that could ensure professional, proper and respectful treatment to vulnerable children.

“Studies of working with abused children have increasingly examined and discussed the researcher’s role of power and sought to ensure that children are not further disempowered by the research experience” (Robinson and Kellett, 2004, p.90).

The development of trust between researcher and participant is an essential part of the research process and analysing that, trust means the researcher’s ability to listen, treat the participant fairly, respect the limits of participant’s willingness to continue or not and to deal with data fairly (Darlington and Scott, 2002, p.54).

“Children and adults have similar rights to be informed about the nature and purpose of the research; understand researchers’ intentions; to feel confident that the study is worthwhile; and to know what will happen to the findings. The need to motivate participation applies to everyone; both children and adults are more likely to participate if they feel respected and interested” (Hill, Greene and Hogan, 2003, p.64).

“...a common factor in all ethical considerations is the need to gain informed consent from research subjects. This means ensuring that they have the choice as to whether to participate in research (in other words that they are true volunteers), that they know that they have the right to withdraw from the research at any time without detriment to their care, and they know exactly which is their role in research (that is, what they must do if they choose to participate)” (Grieg and Taylor, p.149, 2005).

The first step is to get access and permission from those who run the Homes. For that purpose, a permission letter is given to gatekeepers which will contain information about:

- The researcher's identity
- Information about the research
- Expectations about participants' contribution
- Confidentiality and security of evidence and data (Roberts-Holmes, 2005, pp.71-72).

According to Padgett, the use of code numbers or pseudonyms rather than names on all notes and names is a way to prevent discernment of the participants' identities (Padgett, 1998, p.39). She also amplifies the advantage which social work researchers have in achieving socially responsible research, because values of respect for human rights and concern for social justice are very familiar to them (Padgett, 1998, p.43).

After permission is given, a second information letter is given to children who will participate.

Roberts-Holmes clarifies the necessity of informed consent which “refers to research participants voluntary agreement to participate in a research project based upon complete disclosure of all relevant information and the recipient’s understanding of this” (NCB, 2002). Gaining participants’ informed consent to carry out the research is part of building trust in the relationship between the researcher and the research participant (Alderson, 2004, p.110).

“Trust requires the researcher to be honest, reliable and communicate all aspects of the research’s process to all participants. Research participants have the right to know about the complete research process. Trust will be developed over time as aims, methods and findings are shared between participants and researchers” (Roberts-Holmes, 2005, p.60).

Researchers should very clearly clarify to children:

- what the research is about
- what it is hoped to accomplish
- their role
- benefits and consequences of participation in research
- what their views and visuals would be used for
- how their views will be documented
- how confidentiality will be upheld
- the choice they have to consent or to participate.
- the right they have to withdraw from project at any time

(Lancaster and Broadbent, 2003, p.15; Roberts-Holmes, 2005, p.61).

“Informed consent especially with young children is not a one-off event but, rather, a dynamic and subtle process (Martin, 2004). A child, who wants to

participate in the research one day, may change his/her minds the next day and may no longer wish to participate. This right not to participate on that particular occasion, though it might be frustrating to researcher, has to be respected (Lancaster and Broadbent, 2003, p.17; Roberts-Holmes, 2005, p.68).

Darlington and Scott draw our attention to the basis on which the agreement with participants who are usually people with whom social services are involved must be grounded: it should be provided in their own language, with regard to their age and cognitive capacity (Darlington and Scott, 2002, p.26).

Alderson suggests a leaflet to be given to children in which the nature and purpose of the research will be explained: “Why is it being done? What are the main questions? Who might benefit from the findings? What might participants gain – if anything?” (Alderson, 2004, p.106).

Darlington and Scott outline some points that are essential for the interviewer to notice:

- Provision of an emotionally supportive environment so that children to feel comfortable enough to participate in an interview.
- Allowing children control over the process, such as choosing to participate, choosing the venue and activities, and stating when they want to stop.
- Freedom to direct interview’s process as far as possible.
- Combination of data collection with another activity that is already familiar to the child.

- Finally, keeping interview open, flexible, structured around the child's daily experiences (Darlington and Scott, 2002, pp.96-98).

Data from children's drawings and written thoughts

According to Greig and Taylor, researchers can take rich data if they enter the world with which the child is familiar – the world of stories, dolls, puppets, sand and drawings, especially for younger age children. "...children's inner mind is revealed by drawing".

Thomas and Silk agree: "...For the children who can't provide oral labels for many of their feelings, the expression through images could be very useful" (Thomas and Silk, 1997, p. 181). They recommend "... drawings to be correlated with a variety of other information and to operate in an open, exploratory manner with children and their drawings" (Greig and Taylor, 1999). With "...children's drawing is an impromptu and prototypical reformulation of the reality (Kakisi-Panagopoulou, 2006, p.6)

A research project that took place in Nepal which used children's drawings as a method demonstrated that "... drawings allowed children freedom to express views, imagination, and interpretation of the surrounding world in their own terms. Moreover the adult-child power imbalance was relatively reduced by giving full control to child; this in turn enhanced their confidence" (Christensen and James, 2000, ch.7).

Dockrell, Lewis and Lindsay (2002) point out that although asking children to draw and trying to figure out their perspective for things around their world may seem a simple procedure they should "...be treated with great care and with as much precision as we would treat any other form of response" (p.58).

"The sense of self-narration is to produce this sense of continuity: to make a life that sometimes seems to be falling apart, come together again by retelling and restoring the events of one's life" (Ellis and Bochner, 1996, p.747).

Asking children to write thoughts about social workers' personality and narrate specific events that they experienced with them is a particular way of completing the whole picture of their relationship, to achieve this continuity that Ellis and Bochner mention.

The aim of this research is to discover if any attachment exists between social workers and neglected children. According to Engel (1970), "...child's spontaneous drawings reflect feelings and interests. They tell us what he/she has at heart and finds meaningful and interesting.". "Art is a form of personal externalization, an extension of oneself, a visible projection of thoughts and feelings" (Riley, 1997, in Malchiodi, 1998, p. 43)

"Children don't draw what they see but what they feel and those which they are familiar with" (Milonacou-Keke, 2015, p196). For that reason drawings may be a good information source of the emotions that children have, which is one of the issues that this research wants to reveal (Engel, 1970, pp.187-188).

“Children’s stories help them to think, particularly thoughts that are less socially derived and directed. Stories help them to organize and articulate their experiences” (Engel, in Greene and Hogan, p.208, 2003).

In addition, this research offers the opportunity to obtain children’s expressions about themselves and the persons that surround them, and according to Cox many specialists “... use drawings as means of getting children to express themselves and to talk about things that concern them” (Cox, 1992, p.84).

Trulis and Milonacou-Keke argue: “...drawings evince child’s social evolution and integration into a variety of social environments like school, home, etc. This echoes back, by the most mysterious but always honest way, his/hers victories, defeats, wishes, which he/she face while approaching these environments” “...drawings comprise a screen on which children project their inner world, their self image, personality’s characteristics, motives, currents emotional states...” (Trulis, 1991, p.83, 84)(Milonacou-Keke 2015, p128).

According to Anning and Ring, drawings “...reflect the child’s own feelings, interests, and sense of self, a way for humans to liberate ourselves from the here and now, they are pictures and stories at the same time, a vehicle for the release of feelings and sensibilities”(Anning and Ring, 2004, p.1,4,18) The social worker is a figure in neglected children’s lives and drawings could indicate if and how children are concerned about them.

Malchiodi and Wimmer argue that “...drawings are uniquely individual narratives about themselves within the world, reflecting not only personality, but also personal interaction...and perception of others and relationships...they can be

analyzed in order to better understand social dynamics...” (Malchiodi, 1998, p. 1992)(Wimmer, 2014, p.179).

In addition drawings of the therapist (in our case is the social worker) according to Malchiodi, is valuable feedback in understanding from child’s perspective how he/she sees the therapist and therapy (here the relationship). (Malchiodi, 1998, p. 183)

In this research, drawings and written thoughts will be correlated with data from interviews, observations and notes that will be kept of the verbal explanations of the drawings. These explanations are asked of children straight after the drawings’ completion.

Observation

Two kinds of observation are followed:

Target child method. The researcher will observe children’s reactions while they are drawing and records will be kept. Data from body language will be recorded with codes by the interviewer on every question which may trigger their appearance. For example, it will be a clear sign of children’s feelings if an answer given about their relationship with parents is accompanied by a sad or nervous facial expression.

Padgett recommends an interview reaction sheet which is “a place to log down observations about the interviewee (informant seemed hostile, distracted, overly eager to please, etc.) and about the setting. It is also a good idea to jot down

personal reactions to the interview, your concerns and feelings, as well as to follow up” (Padgett, 1998, p.61).

The direct observation method will not be used because the child–social worker relationship takes place in private sessions or in everyday life in the Home, where access in such private settings on behalf of the researcher will be almost impossible and the relationship’s actual observation will not be realistic once participants, especially children, know that they are being observed.

“...interviews are excellent means – when under investigation phenomena cannot be observed directly – of finding out how people think or feel in relation to a topic. They also enable us to talk with people about events that happened in the past and those that are yet to happen” (Darlington and Scott, 2002, p.50).

An alternative source of direct observation data will be obtained by interviews with social workers who will be requested to describe children’s behaviours and reactions relative to the research theme.

This method will be useful to discover experiences which may also influence present children’s attitudes against carers and social workers. It also allows every case to be examined deeply and in detail from objective data of experiences.

“It can describe crucial data of interaction through which new directions of personal or social actions are created. These actions may bare new forms of personality” (Filiass, 1999, p.119).

Procedure of selecting the sample

Before coming to terms with the five Children's Homes which would constitute the following sample, telephone contacts took place with other three Homes' administrative office.

In particular SOS Villages, The Smile of the Child and the Papaphion Children Home in Thessalonica. A letter was sent (see appendix) giving all the information about the research and its purposes and a meeting took place with each seniors of the SOS Villages and The Smile of the Child. In the end these three Homes refuse to participate pointed to their in-house police.

In terms of the five Homes which gave agreeable answer, the same route was followed, meaning the phone contact, the informative letter and finally the personal meetings. The latter took place in the Homes during in which it was explained the whole procedure and the aims of the research.

Furthermore copies of the second letter which concerned the young participants (see appendix) were given in order to be assigned to children who would freely and voluntary wanted to participate.

Then the Homes' social workers selected children whose case included neglect, informed them about the research and requested their voluntary involvement. They also gave them the letter along with oral information and details for every step of the research.

The social workers notified me about the number of the children who agreed and we booked our appointments for the interviews which took place in the Homes in a private place.

Specifically the interview began with my introduction as interviewer and the reasons for which I contacted the research. Making mention on the letter's reported details, it was emphasized their free choice about their participation, whether that concerns the whole duration of the interview or part of it, and also the confidentiality. The initial letter of their first name and their age was noted on the questionnaires and other necessary notes were kept it on it.

None child or young participant wanted to stop the procedure. Only one wished to complete the questionnaire by himself and not being recorded I permitted.

After the completion of the interview the interviewees were asked to draw or write their thoughts on the specific subject "How do you see and feel about your relationship with the social worker" Some of them would like to do it in other place which was accepted and the interviews continued with the next child.

In terms of the young persons who have left the Homes the social workers contacted with them by the phone and when they accepted the participation, they gave me their phone and I contacted with them. With the most of them the interview occurring via phone.

The meetings in each Home were these: Two in Zannion, two in Hatzikosta, both of these Homes are in Athens two in Hatzikiriakion, which is in Piraeus and one in each Children's Cities in Patra.

The sample

The sample consists of:

- a. Children that live in Children's Homes.
- b. Children that have left such Homes.
- c. Social workers that work in such Homes.

Three different questioners are used for each group.

- a. The Children's Homes in which children and social workers were interviewed are as follows:
 - i. Hatzikiriakion's Children's Home in Piraeus. It offers accommodation to 20 girls. Five social workers work there.
 - ii. Hatzikosta's Children's Home in Athens. It offers accommodation to 40 boys. Two social workers work there.
 - iii. Zanion's Children's Home in Athens. There are 20 boys and three social workers.
 - iv. Two Children's Cities in western Greece. There are approximately 30 girls and 20 boys, and four social workers.

Social workers' opinion of the relationship is very important because they can state the facts and conditions of their relationship with the children, narrate experiences with children that the latter do not remember and describe feelings of children from a scientist's point of view.

Another group that are part of the research are young people who have left Homes. Their perception of the issue could be the presence of the influence that the examined relationship has had in their present life.

The children interviewed were between 8 and 17 years old. From the age of eight, conceptual ability is on a level that a child can understand and respond to efficiently. Once we know that a child has the ability to comprehend and answer questions then we will have a secure base for the research's validity.

However, Greig and Taylor (1999) recommend: "Accuracy of children's responses largely depends on their developmental capacities, including ability to understand questions being posed and the reason for interview. Every effort should be made by the researcher to learn child's development and individual abilities and to explain why the child is there and what will happen. Researchers should present themselves in a friendly manner and the child should be allowed time to become familiar with a strange environment or new pieces of equipment or toys that are part of the research" (p.78).

Cooper and Schindler (2003) add: "Kids need to feel comfortable to be responsive". The researcher should "... convince the child that it is really okay to tell us what they think and how they feel. They aren't going to hurt our feelings and we aren't going to get mad at them if they don't like something" (p.159)

Alderson (1995) suggests a number of questions which may constitute ethical indications and lead researcher and child through a risk-free research procedure:

"- Are research findings meant to benefit certain children and how do they benefit?

- Are there costs such as time, inconvenience, embarrassment, intrusion of privacy, sense of failure or coercion, fear of admitting anxiety?

- Are the children and adults concerned given details about the research's purpose and nature, methods and timing, and possible benefits, harms and outcomes?

- Do children know that if they refuse or withdraw from the research, this will not be held against them at any time? How do researchers help children to know these things?"

Data correlation of the three methods of research will also prove and capture any information that a young child gives.

The following quotation shows the necessity of children's participation, especially if we wish to illustrate their relationship with adults:

"...research on children can help practitioners learn more about and improve their practice, and finally, children are often studied in order to support or disprove some theory about their nature and development The question may be of personal importance to researcher. Indeed, the *raison d'être* of the research question may be the direct result of childhood experience of illness, abuse, adoption, emotional behavioural disorders, school experience or relationship difficulties. Finally and perhaps most importantly, is that the research question should be important for children themselves and lead to improvement for them and the worlds in which they live. In fact, a research question should be important in all the ways described" (Greig and Taylor, 1999, p.68).

Keeping these in mind and considering how many sides of the relationship were revealed by children's thoughts about Homes in the previous examples, their

participation becomes the main approach that will lead us to the core of this relationship.

Pilot sample

The girls' Home, "Filothey", of Athens, which is a non-profit private Home, was chosen for the pilot sample. It is the place in which I work and for this reason a social worker colleague interviewed children without informing them that it was my project. Thus, we avoided influencing their responses. There are around 20 girls and their ages are between 7 and 17 years old.

ANALYSIS STAGE

Research questions

- Does the relationship between the social worker and the neglected child influences the aspects of the child's development (emotional-cognitive-physical-social) and how?
- Does the relationship affect the child's everyday life in the Home positively or negatively and how?
- Do children think that the social worker helps them from his/her specific position in the Home in comparison with other members of the Home? If not, what are they asking from him/her?
- How does the social worker help them with the separation from their parents and their adjustment to the new environment of the Home?
- What does the social worker represent in children's lives in the Home?
- Do children think that the social worker plays an important role in their preparation to leave the Home?
- What is children's point of view about the social worker's role after they leave the Home?
- What is their relationship now? Do they enquire about anything from him/her?

- Are children's lives outside the Home influenced by their experiences

which they had with the social worker and their relationship with him/her when they were still resident in the Home?

Examining children resident in Homes

AREAS OF DATA COLLECTION EXPECTED OUTCOMES

<p>1. Children's personal elements. References to specific problems and difficulties in their development (physical, cognitive, social, emotional)/what kind of intervention the social worker made.</p> <p>2. Children's past experiences in social services. How many times did they come into contact with social workers?</p> <p>3. Age of children when they were separated from parents/conditions of separation/age of their admission to the Home. Role of social worker during this period.</p> <p>4. Children's daily life in Home. Daily programme and where social worker participates. What children expect from him/her.</p> <p>5. Staff's role in children's life. Their opinion about the social worker acting within this group.</p> <p>6. Natural parents and children. What role does the social worker play in this relationship while the children live at the Home? What do they receive from his/her role?</p>	<p>1. Examples showed that children who have specific problems with development form their opinion about the social worker through support on their problem or difficulty. Revealing of these opinions.</p> <p>2. We could see the influence of past experiences in the formation of children's opinions about social workers.</p> <p>3. What the social worker represented for children in that difficult period.</p> <p>4. Social worker's role in the daily life of children. The influence this participation has or does not have in their development and evaluation.</p> <p>5. Through description of everyone's role, we may perceive how the social worker's role is seen from child's point of view.</p> <p>6. Social worker's role in this adverse but at the same time fundamental relationship. We may see if the social worker is a mediator for a reunion, a supporter or just a staff member of the child's temporary residence.</p>
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Examining social workers working within Homes

AREAS OF DATA COLLECTION

EXPECTED OUTCOMES

<p>1. How many years social workers have been working in Home. Did relationships with children fluctuate?</p> <p>2. Social workers' duties. What a daily programme in the Home comprises.</p> <p>3. Experiences from confronting specific problems that children faced.</p> <p>4. Narrations of what children had expressed about their feelings during sessions with social worker or with other experts.</p>	<p>1. Experiences' effect on the creation of the relationship and if they made changes to it.</p> <p>2. Through daily contact with children we may see the social worker's intervention and procedure in which the relationship is being built.</p> <p>3. Social worker's role versus children's efforts to overcome problems and difficulties and the condition of the relationship during and after this collaboration.</p> <p>4. Children's points of view regarding the social worker's role in their lives.</p>
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Examining children that have left Homes

<p>1. Time that they spent in Home.</p> <p>2. Personal elements: Work. Do they think that the time that they lived in the Home played a role in failure or success?</p> <p>3. In which areas did the social worker help them while they were in the Home? Specific experiences with the social worker. Did they find what they had expected?</p> <p>4. According to their opinion, did the social worker take part in their preparations for leaving the Home?</p>	<p>1. The element of time may be correlated with other variables to see if it plays a specific role in the relationship.</p> <p>2. It may be seen what kind of preparation for leaving the Home is provided and role of the social worker in this preparation.</p> <p>3. Social worker's role from their point of view. Correlation of these experiences with their future life.</p> <p>4. Relationship at the crucial stage of leaving the Home.</p> <p>5. This may be seen as the permanence of the relationship and the</p>
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5. Is there current contact and for what reason?	criterion whether this is the verification that makes it a fundamental relationship.
AREAS OF DATA COLLECTION	EXPECTED OUTCOMES

A suitable theoretical model of analysis for this specific research is that of grounded theory. In the framework of this model, a theoretical background is absent, and theory arises step by step from qualitative and quantitative data. There is continuous interaction between theoretical positions, construction and experienced findings on research field. In other words, every part of the theory is built by the procedure of data collection and takes on an integrated form during the last stage of research (Iosifidis, 2003, p.74).

A new theory that this research aspires to discover – to “build” – is the existence of positive power and influence of the social workers–neglected children relationship in Greek children’s Homes. So far, there is no theoretical or research background about the depth of this kind of bond in the social work field in Greece. Thus, from the very first part of this research’s data collection, the “foundations” will be displayed and be set. Then, in the rest of the procedure but mostly at the end of it, the substance of the theory, which in this case is what exists in this relationship, will be “built” in all its dimensions.

“...that theory which is constructed by the grounded theory model is the interpretation of specific social settings, approaches, phenomena and cases (Kiriazi, 1999, in Iosifidis, 2003, p.74).

A children’s Home is a social setting where special social approaches and interactions take place. This research’s aim is to get inside this reality and discover on the one hand the special characteristics and reactions of neglected children and, on the other hand, the impacts of bonds with social workers in these particular children’s behaviour and in their upbringing.

Furthermore, using the grounded theory model, a combination of quantitative and qualitative methodology is permitted, which is very important for this research, because the study of frequencies and percentages of every value not only will be constituted as valuable elements by themselves but also will help to justify our results, with a further interpretation “Numerical findings such as frequencies and percentages can enhance qualitative reports” (Padgett, 1998, p.114).

According to Iosifidis (2003, p.75) the next determinative step after collecting data is that of coding. This relates to the ascription of particular values or information to discrete data. Thus, it is linked inextricably with data segmentation.

For the needs of this research, theoretical coding will be followed. The target of this kind of coding is to allow the development of a theoretical framework which is valid for qualitative data. The latter is confirmatory for this research once the “building” of the theory is completed.

Moreover, with theoretical coding we are able to use a variety of ways for data coding such as:

a. Open coding, which focuses mostly on segments of texts that present increased interpretative interest, mark out causative links or distribute on apprehension of under-researched phenomena.

b. Axial coding. Here qualitative data are coded in more depth and breadth so that correlation, accusative links, concatenations, mutual declination or covering to be appeared through and lead to interpretation and theorisation.

c. Selective coding, which is the most suitable kind of coding for grounded theory. It's the continuity of previous types of coding and constitutes core of the categories where the latter are linked and analysis focuses on final configuration of interpretative model which is based on the total of qualitative data and research phenomena. (Iosifidis, 2003, p.79, 80).

The next step of analysis is that of the study, the memoing of data. This has to be consecutive during the whole procedure because it helps the researcher with marking out in the gathering of the most important related data.

Annotations could be:

- On the conditions that research (interview, observation etc.) are judged crucial for interpretation and apprehension of qualitative material.

As mentioned, participants' reactions will be committed to paper during the interview and drawing tasks.

- On specific researcher's elucidations.

- Annotations which have to do with explanations of important points of qualitative data.

Lastly, and the main part of analysis, is that of the production and interpretation of meaning, which come from the following strategies:

- Designation of patterns and tendencies.

- Configuration of groups from the data that have one or more common characteristics.

According to Bell (1993), "Investigating the data, the researcher will look for similarities and differences, for grouping, patterns and items of particular significance. Searching the central tendency of the values' group, measures like the median or mode will be used in relation to what we wish to measure" (pp.127, 148).

- Plausibility. This type of interpretation embodies conclusions that can be produced without any further documentation.

- Measure-Quantification. Quantitative assessments of statements, beliefs and opinions which helps in achieving substantial separation from the less important concepts and drives towards other analytical techniques like specification of tendencies.

- Finding of contradictory findings. This is achieved by the continuous comparison of data categories and should be attended by the confliotions' aetiology.

- Finding of links between variables. This is conducive to gradual formation of national and interpretative framework of research. These links may be:

Links of Cohesion-Mutual Blockade. One variable excludes the presence of others.

Links of Causality. One variable causes other variables' existence.

Links of Mutuality. One variable leads to others.

After designing the questionnaires, the pilot study took place in the girls' Home "Philothey" in Athens. A social worker colleague undertook interviews of eight children who were accommodated at that time in the Home and six young people who had left that Home.

Following this procedure and the data study, it was deemed that the designed methods could be applicable and would give the expected outcomes. An exception was some changes to a few of the questions in the questionnaire.

The main research took place in five Homes in Greece, two of them for girls and three for boys. The number of children who were in the Homes was 55,

the young people who had left numbered eight, and there were ten social workers who were working in the Homes.

The data consisted of taped answers, notes, and children's drawings and written thoughts. The first study of transcribing data, notes, drawings and the application of open coding, 12 themes emerged. These were:

Perception of self, Perception of social worker role, Perception of the Home's reality, Social relationships, Parental relationships, Children's needs, Future planning, Social workers' experiences, Management of problems, Daily program of children in Home, Children's experiences with Social Workers, Children's Needs

The initial coding and memoing on these segments of data gave grounds for further analysis by axial coding. From this procedure three categories were created: Relationships, Attachments and Values.

FINDINGS

RELATIONSHIPS

a. FAMILY TIES:

Social workers help me deal with my feelings for my parents

Sadness for being apart from one's parents is one of the feelings most often mentioned by children, who express this by crying or a sudden bursting into tears. Social workers comfort the children by arranging meetings with parents and discussing with them after these meetings. Such discussion is characterised as very important because during the meetings painful and stressful feelings may be raised and children need social workers' support in order to manage them.

“She (the S.W) comforts me and she arranges meetings with them (parents). Yes, I believe that my relationship with her plays an important role in terms of the current situation with my parents.” (DA10 years old A Girls Home). In addition, the social workers give hope to the children that everything will be better and painful feelings are eased through discussion. “I feel bad for our separation (child and parents) and sad. With the SW we discuss my feelings and my relationship with her is important” (K11, 5 years old A Girls Home)



Sn
16



N
15

<p>N By 15 years old, D Boys' Home:</p> <p>"My relationship with SW is absolutely important"</p>	<p>Sn, 16 years old, D Boys' Home: "My relationship with SW is important enough"</p>
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Bringing in the relationship with the SW and in the place where they find each other their favourite occupation preferences like football teams, heroes from cartoons etc, transfer to us a comfortable and familiar environment for them where very personal discussions take place. It seems that comfort and acknowledgement of feelings for parents play an important role and underline the meaningfulness of the relationship. "...With the S.W. we discuss my feelings about my parents and

she comforts me. Yes, my relationship with her (SW) plays an important role.” (A 10years old A Girls Home)

Children miss parents, although some of them claim that they have a good time at the Home and they know that they are safer when they are away from their family. Through the relationship with social workers, children are helped to realise that and feel better. Some of their feelings are expressed in a very poetic way: “I miss them from dawn till night”.(Nt 10 E Boys’ Home)

The social workers’ “tool” of discussion helps children to reveal bad feelings and the pain is decreased.



So, 15 years old “My relationship with SW is important enough”

The pastel colours that he used represent rich sentimentality, sweetness or and shyness.(Crotti, Magni, 2003, p.97)

In addition they mention conflicting feelings: “I feel bad and at the same time relief”. (Dion 13 b Girls’ Home). Children’s families confuse and unsettle them, because parents’ behaviour and emotions lack stability and balance. In

contrast, social workers are adults who can be trustworthy and caring in a very explicit and consistent manner.

The fact that the bad feelings of being apart from parents are shared with social workers makes the burden lighter and the challenge of dealing with separation becomes easier and more successful. Children show that they need this 'plan of comfort' most because they grow up in a foreign environment instead of family homes, and at the same time they have to deal with the whole issue of an unsettled relationship with their parents.

Some of them called this a "solution" (Ch 11, C Boys Home) (Dm 15 D Boys' Home) to the difficult management of negative feelings and worries they experience after meetings with parents. By this means, they know where to turn and not be left in a state of uncertainty.

The above is further substantiated by young participants who have left Homes; they claim that even now their contacts with social workers have family issues as a key subject.

"...The SW represented for me a substitute of a parent. Even now- when I meet her, one of the subjects that we discuss is that of my parents" (T and Pe from E Boy's Home)

Pain which is associated with lost or unsettled relationships exists no matter how old a child is. Emotional gaps and "wounds" from indifferent parental behaviour may remain, no matter how many years have passed.

Feelings of nervousness are created by the uncertainty of children's relationship with their parents and its course. For that reason, the children are looking for social workers. The question of "how" all these things happened and "why I am here and not with my family" may be very upsetting. These vital answers to "whys" seem to lay the foundation of the relationship between social workers and children and to act partly as a form of healing for their emotionally damaged condition.

Thus, children like to involve social workers in this process of finding answers; they leave not only themselves but also their parents to social workers' guidance and consultation. The SWs are the persons who can give us answers about the meetings out of the Home (J, 10, e Boys Home). Mostly they are safer of the aware of the 'whys' of the neglectful relationship. (SW 2, B Girls; Home)

"I feel relief"

Children are released from a heavy burden which may be associated with the adverse environment of family's home. Living far away from it probably brings relief to them because they are far away from a harmful situation. They 'escaped' from a miserable family environment and social workers contributed to that process by giving them strength to make a new beginning.

"The SW contributed to my "escape" from the miserable family environment. And she gave me the strength and the will to continue my effort for MY interest and also for my goals' achievement" (D 18, B Girls' Home)

Some children feel mature enough to manage their own lives and they give credit to social workers because for encouraging them to develop this sense of maturity. “Yes our relationship is important because she encourages me sometimes” (S 14, D Boys’ Home)

Most children try hard to sustain the relationship with their parents and this creates feelings of exhaustion, mainly because the effort does not achieve the outcomes they desire. Social workers become the persons that children lean on after this struggle. “ Our relationship is important because together we can stand up to our problems.” (Da 10, A Girls’ Home)

Anger about parents’ behaviour and reluctance to go back was mentioned by children. Social workers do not judge the “whole negative situation”, but nonetheless mobilise children “to make a new start” which underlines social workers’ role as hugely important.



T, 11 Years old, D Boys’ Home. He wrote: “I see her and I feel that I start new life”

Some children are influenced by parents’ instability of emotions and behaviour; they feel lost and confused. For that reason, they experience

contradictions in their feelings. They usually seek to minimise the negative and disappointed side of things, or else they idealise the relationship in order to avoid the painful truth. The social worker's role here is mostly consultative. Children are enabled to explore these conflicts without being under pressure to make sense of them immediately.

On the other hand there are children who feel that they are able to achieve a balance, feeling settled in the Home but also visiting family without experiencing distress or conflicting feelings.

Young participants reveal that they like to observe parents collaborating with social workers in their interests and engaging with their problems, and also with the carers who now look after them.

It is very positive for children's upbringing that the two sides – the parents and the Home – collaborate for the children's benefit. The children then feel better and safer, and they can see the future with more hope, seeing them collaborate and not contend with each other, which is sometimes apparent, especially on the part of parents, who do not like their children to be raised by others.

Trust is the fundamental basis for children to be open about such sensitive issues, especially when previous experiences have resulted in what feels like betrayal on the part of adults close to them. It seems that social workers have gained that necessary trust because children talk daily about relationships, feelings and painful situations such as separation.

This relationship of trust is not only, simultaneously, an opportunity for children to face and deal with their previous experiences but also a good picture of

what an adult should represent: a good listener, supporter, “person of trust and security”.



A
10

My relationship with the SW is important enough. (A Girls' Home)

The fact that she sets the persons in the middle of the paper shows that these figures are extremely personal, loveable and favorable and indicates a balance and security feeling of the drawer. (Kakisi-Panagopoulou, 2006, p.89,150)(Foks-Appleelman,2012,p.157).

SW's role is important because she is the only one who can solve our problems while the others just do their jobs. I trust the SW much more to speak about my problems. (E 18, a Girls' Home). Yes our relationship is very important because I trust him like I would trust my father (J 17, c Boys' Home)

The desire to belong was expressed by many children; this desire is so vital that children are satisfied even if this aspiration is met by one caring parent. In cases where there is a complete inability to respond to this need by the family, children seek it from people who raise them on a daily basis. Social workers are part of their upbringing, and according to children they play a crucial role in the creation of feelings of belonging.

The SWs helped me to adjust in the Home... The best experience was the procedure of my adjustment in the Home. With her (SW) help made it felt like home. (Pe, E Boys' Home). I feel comfortable because it is a good environment The SW helps me in these feelings by being everyday in the Home and also with our discussion Yes our relationship is important so I can feel comfortable here at the Home because she is supportive.(D18, B Girls' Home). I feel good for staying here. I discuss with the SW these feelings. Our relationship is something that I need to feel comfortable in the Home (M 13, C Boys' Home)

They help children

To obtain roots

Social workers collaborate with parents to address children's problems, and in this way they connect children with their "roots" and give parents a chance to play their role from a better position, because social workers are there to identify and respond to anything that may harm the children.

Social workers also help children to come into contact with their relatives and children acknowledge the importance of this in their lives, since these relatives could be persons who represent the family and the network of relationships associated with it.

Many children are afraid that they will be estranged from their parents because they are growing up apart from them. Social workers are represented in their minds as helpers to whom realisation of this fear may be averted.

To accept things as they are with their parents

Acceptance of reality, despite the bad feelings of not having parents near them, is an emotional position which children experience after receiving help from social workers. It is made clear not only by the children but also by the social workers that it is hard for the children to accept what has happened to their families and to their lives.

Once children come to this position, this realisation becomes a useful “tool” in the hands of social workers because with it they can help them to stop seeing only their misfortune and see beyond it to their future course and then begin to follow it.

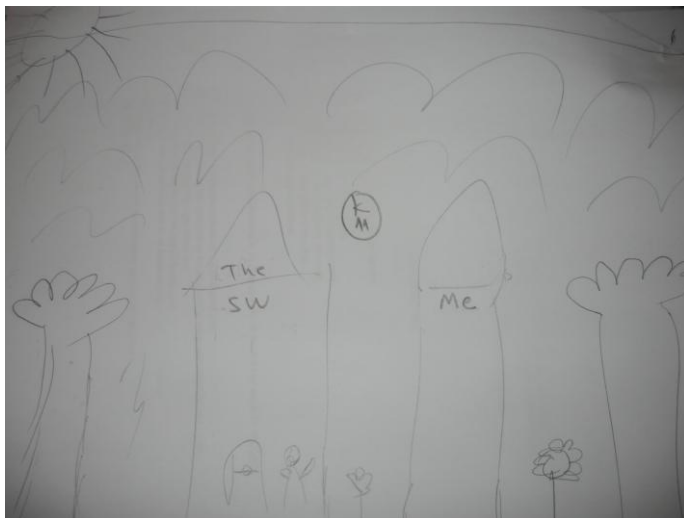
Social workers’ contribution in this respect gives meaning to the relationship with child because it meets the most pressing need of facing and resolving a difficult situation.

She has solved many problems. How I feel? I accept the things as they are because I know that it is for the best. We discuss with the SW these feelings and she consults me. She makes clear to me for what reason I should do the right thing. Yes, I count on our relationship. (Dm 15 D Boys’ Home)

In addition, some children see social workers as allies alongside them in their effort to achieve this acceptance, and due to this they do not feel alone in their struggle. Social workers are persons to whom they can turn to find solutions, advice and reinforcement of their positive achievements.

We also discuss the reality to be here and have my parents apart. I feel relief for the fact that I was separated from them. I accept the things as they are. We discuss these things with the SW; she comforts me ...” My relationship with the SW played an important role because if she wasn’t her here I would be in a worse position than I am now in terms of my family’s problems. The SW contributed to my “escape” from the miserable family environment. And she gave me the strength and the will to continue my effort for MY interest and also for my goals’ achievement.(D 18, B Girl’ Home).

However, some children have not yet found the strength to deal with this kind of loss, and social workers are there to support them during the “mourning” process



The SW and the child are presented as two separated homes. The home-SW has a closed door with a handle and he can be seen. He is extravert ready to be open to others. (Crotti, Magni, 2003, p. 139) The child -home has no windows which represents a child who is unable to

accept the reality. The birds may symbolize upward growth and a search for freedom and escape (Burns, 2009, p. 148). It is obvious that K is sad but he has hopes and sweet, warmth feelings, and satisfaction with the environment in which he feels he belongs now’ (the birds, the sun and the flowers declare that)(Burns,

2009, p. 70), and he feels the SW as a fortress ready to help his small weak home which is without voice to express his pain.

To get away from a problematic environment

The family is the natural environment for children to grow up. They are totally dependent on it for their survival and for the fulfilment of their needs. All these features are associated with attachments which develop from the earliest years.

When such a strong bond is broken, several problems are created and the child's life is shaken. Things get even worse when children have to be removed from this environment. Social workers' role is presented as crucial at this point and children who experienced this were helped to "... leave this natural environment and accept the new one". (D 18 B Girls' Home). The fact that children judge this new place as "... a better place to live" (D 18B Girls Home) may mean that they appreciate the problems of the family home fully and they were ready to leave it for better one.

They are a bridge between children and families

The Home becomes, through the actions of those (social workers) who represent its philosophy, an intermediate stage and negotiator with the family for the children's benefit, without erasing the bond that they have with each other regardless of the attachment's apparent problems; an "important space between their home and what comes after it". (SW2, A Girls' Home) They represent "persons of trust and security". (SW3, A Girls' Home)

Children feel that social workers connect and help communication between the two sides, helping to ease children's current life with family; and precisely this gives their relationship with social workers value and importance.

They have a uniting role

Reunion with their families seems to be the constant hope and dream for many children in Homes. They insert social workers into this scenario to play a crucial role. With Mr. G. we discuss after I meet them. He also contributes to an effort of reunion. (M 13, C Boys' Home)

They recognise the importance of someone who not only understands their desire for reunion, so they can express their feelings about it; they also recognise that social workers are able to take part in and facilitate it. This makes them feel safe and reassured. Most of them also admit that this dream has not come true but they still have social workers to turn to and share their disappointment and overall frustrations so that they can retain this feeling of continuing reassurance.

b. AFFECTIONS

Social workers represent:

Persons who are there really for them

Many children referred to social workers' role in Homes as persons who are there for them; it was "like having a person really for you". (G13, A Girls' Home). The social workers' everyday presence also influences children's feelings about the Home and supports the creation of positive feelings in general. Their relationship is underpinned by their professional value base and is amplified by emotional and personal elements.

After experiencing their parents' inability to constantly respond to their needs, children express their good fortune at finding someone (the social worker) "to be there" for them, (An 16, A Girls' Home) "to ask the school about them", "to be there for them to care all the time". (N 15, D Boys' Home)

Children feel secure and relief when hearing from social workers: "Don't worry, I am here"; and that makes them characterise social workers as valuable not only to them but also to the world; such a statement dignifies social workers at a very high level.

I know that when something troubles me she will see it and she will tell me: "Don't worry, I am here" I am so proud for her. These people are rare and precious, the world becomes better with them. (D 18, B Girls' Home). The factor that influences the relationship and impresses children who saw exactly the opposite from their parents is the fact that social workers "try hard" (SW3 B Girls' Home) for them.

Persons for interpersonal contact

Interpersonal contact and the feeling of belonging are a pair of interlinked needs. Discussion with social workers is an opportunity for children to have time for interpersonal contact. One of the characteristics of neglect is parents' inability to offer personal and constant interest. When adults really care for children they do things to please them, they are there for them, and they see what they need and at the same time they offer these.

Children belong in a place where they are together so as to feel these things and share with each other every part of their lives. Here children share their issues about life in the Home and their future, in this way fulfilling the needs of interpersonal contact and the feeling of belonging. Social workers discover that they are the persons with whom children prefer to fulfil these needs.

According to social workers, children mostly need "... to know that we are people with whom they can find real human contact".(SW2, B Girls' Home). Some children mention that social workers explain to them "... with words that they can understand" everything that is happening in their life which is painful and hard to understand, and that makes their contact important.(Th 14 D Boys' Home)



Ib, 8.5 years old, E Boys Home: “My relationship with the SW is absolutely important”

They are friends

Children claim that social workers are their friends who support them, love, take care and consult them on what they will do in the future. But children see that there is a deep expression of love for them.

Moreover, social workers are characterised as “... friends” or “... persons with whom I can talk freely”.(H, A Girls’ Home)(SW3, B Girls Home) Thus, the relationship with and representation of social workers in children’s lives add a missing part of their life; that of human contacts and communication.

Children mentioned that one of the differences between social workers and carers is the good, friendly relationship that exists between children and social workers and also the latter’s friendly way of responding.

They are everything

A statement like “he is everything” (G 15, E Boys’ Home) refers to a well-rounded concept. Social workers are family, friends, fathers or mothers who are ready to do everything for them, even to be sacrificed.

Children who stated that they considered that the social worker’s interview questions were pointless while they were showing, in their own way, that all the issues could be summarised by saying that the “social worker is everything”.

They are vivid persons

It appears from children's drawings that social workers are persons with vitality, passion, and loving emotions. Children have the will and tendency to follow role models so as to be like them. They see social workers as having a dynamic and vivid role and they ask for protection and warm feelings from them. "The SW supports me to feel well. She is another person from who I get love, so our relationship is important to me." (A girls Home, Ann 16 years old)



Ba, 13 years old, D Boys Home: "My relationship with the SW is very important".

The sun symbolises a fatherly figure. The hands are like asking for its warmth. The child sees the SW, who is a woman, with a dynamic and vivid role, and he is asking for protection and warm feelings from her. Any figure standing near the sun expresses need for warmth and acceptance. (Burns, 2009, p.152). The bright sunrays symbolize the feeling of protection from the outside world (Foks-Appelman, 2012, p. 100)

They are persons from whom everyone begins a new life

In children's drawings, social workers are set in the centre of flowers, where there are pollen grains and stamens; it is the heart of fertility. It is the centre of birth, of new fruit. It is the point from where everything begins. Relating this to social workers, they are the persons from whom everyone begins a new life in the Home. It is the centre of the Home as well.

Anit
18



Anit, 18 years old, A Girls' Home. She artistically drew the Home as a flower and the centre of it is the SW's face. Flowers represent the love for beauty, need for love and beauty. (Keke-Milonakou, 2013, p.386). Green colour symbolizes hope, youth, and the rebirth of the soul and spirit, red, declares vivid emotion (Kakisi-Panagopoulou, 1994, p.134).

When we watch a flower we feel happiness, and we have the sense of blooming, of growth, of life. The feelings that are revealed for the Home could be sensibility, pureness, beauty and simplicity.

In the centre of the flower there are the pollen grains and stamens; there is the heart of fertility. It is the centre of new fruit's birth. It is the point from where everything begins. In relation to the SW, she is the person from whom everyone begins a new life in the Home. It is the centre of the Home and Anit's as well.

Children completely left behind preconceptions of themselves to feel the bonding with social workers. Social workers are a new start for them; a good one which will give them "joy and happiness" and a hug to settle in.

"When I saw the SW for first time I felt joy, happiness; I would like to hug her and to draw a picture for her so to make her feel nice." (T, 11, D Boys Home)

"My relationship with the SW is absolutely important".

They are very precious persons

Children express their love to social workers and their bond with them. They also show that they care for social workers. It is as if social workers are very precious persons to them. These people are rare and precious, the world becomes better with them. (D18, B Girls' Home). I started a school little late but I am good. The SW cares for my progress. She helps me to adjust here and start thinking my future and what I am going to do after leaving from the Home. So our relationship is precious for me. (K 19, D Boys' Home).

The ways that they like to express these feelings are mainly through drawings and also during conversations. They also express it to specialists with whom they talk; finally, they also do so in everyday life, specifically at the times where they are relaxed, like play, lunchtime, etc.

Children feel social workers to be very precious persons once they use phrases like: “**I LOVE YOU VERY MUCH**” with capital letters and bold characters, which denote not only their feelings but also the depth of them.

What the children need to take from us? I think that it is the feeling of belonging, to know that there are people who care for them and most of all love them (SW1 A Girls Home)



(M 9, 5, A Girls' Home)



(Kat 16, A Girls' Home)

Thomas and Silk support that when children are unable to put verbal labels on many of their feelings, the expression through drawings could be very useful. (Thomas and Silk, 1997, p. 181)

According to Wimmer a child who uses red colour in a reasonable and balanced way-as A does- he/she sends “red meanings” such as active, enthusiastic (Wimmer,2014 p.35)

Persons who know how to treat them well and handle serious issues

Children test out new adults who enter into their life; they test out if they are the same as the existing ones (parents) who did not have the patience to see the reasons for their actions and discuss with them. They conclude that this new relationship – the opposite of the neglectful relationship – is caring, and social workers show appreciation and patience for whatever children require.

Thus their contacts with social workers take on an important meaning, since children have someone to turn to in difficult situations, such as having unsolved problems that may trouble them. A phrase like “... they knew how to do it” shows children’s confidence in social workers’ knowledge and handling.

It is very important for these children to meet supportive adults and to gain a different picture than that which they had experienced, because then there is hope for better relationships with adults.

Children mentioned that among other staff, social workers hold a special role because they are educated about childhood issues and that makes children feel

more secure and ready to trust and talk about their lives. I believe that among the other staffs' roles they have a place because the SWs are educated more about the children. (Mel 13, A Girls' Home)

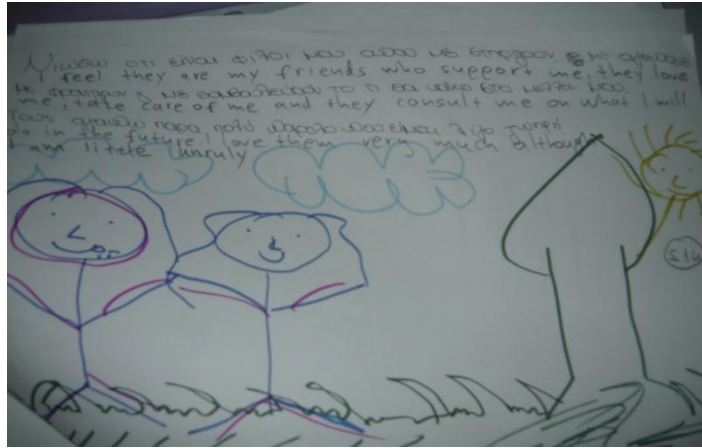
They are counsellors

Children, especially those new to the Home, find difficulty in adjusting and behaving acceptably. This is the reason that some of them may be aggressive. Social workers are persons from whom they gain courage and whom they consult about how to keep trying. When I talk with the SW I feel that my problems are solved at the same time. The most important thing is that she helps me to achieve my goals; she supports me and encourages me. This is the most important for me. (D 18, B Girls' Home).

I am disappointed from myself. I feel pity for myself. I apprehend that I am failing. Yes the SW helps on that. We discuss it and she gives me courage. (Mat 23, A Girls Home). I should try more. To give the 100% of my effort to my school progress. I haven't done it so far. We discuss with the SW these things and she encourages me. (S 14, D Boys' Home)

School is a place where children come into contact with those of the same age. Neglected children, who are most vulnerable, are more likely to follow bad examples by classmates than good ones.

They mention that social workers have a special role in that area by counselling them not to smoke or take drugs; "... she (the social worker) always says to us to be cautious with whom we keep company"(Dm 15, D Boys' Home)



S
14

My relationship with the SW is absolutely important (A Girls'a Home).

She wrote: "I feel that they are my friends who support me, love me, take care of me and consult me on what I will do in the future. I love them very much although I am a little unruly."

The cypress represents a thoughtful child with impressive aesthetics (Crotti, Magni, 2003, p. 117). The vegetation indicates survival, and the personalized smiling sun shows that the drawer has happy experience with the SW in whom S sees a fatherly figure. The clouds over the girls' heads may suggest that finding of her inability to be obedient, but also their light blue means that there is air to breathe and child feels it and wants to make it visible. (Foks-Appelman, 2012, p. 100, 101). For S there is love from both sides and she may feel that although she is naughty the SWs are still there for her.

They are allies

Social workers, with their everyday presence, help children to deal with their feelings and social workers are alongside them "to stand up to problems". Our relationship is important because together we can stand up to our problems.

(Da 10, A Girls' Home). In this way, children do not feel alone in this effort but social workers are felt to be allies who have the knowledge, commitment and ability to stand by them.

They hug me

"I meet the social worker often. We talk and sometimes she hugs me. Yes, I like our time together, because I feel warmth". (T11, D Boys' Home)

The younger children hug me (SW1D Boys' Home). Sometimes words are superfluous and children can obtain what they need by a touch, a glance, a smile or just a presence near them.

In addition, it appears through children's drawings that social workers stand very high in children's perception and are ready to hug/protect them.



Mel
13

(A Girls' Home)

The door with the handle means that the child is available and extravert. (Crotti, Magni, 2003, p. 139). The use of orange colour for the door, SW's dress,

the roof and the tree represents warmth, optimism and hope (Foks-Appelman, 2012, p. 149). The SW on the door is the person who will support An to get out to the world. The drawings which comprise houses they present actually the picture of the home's environment (Malchiodi, 2001, p. 231). It describes child's inclusion in the everyday's reality, his/her impressions which derived from the outside world. By this way the children offer to us the image that he/she has composed for his/her life. (Troulis, 1991,p.102)

Thereby the Home's environment consists of many children around the SW who is standing smiling with her hands open on the center of the Home and on the door. The SW is standing very high in An's perception and she is ready to hug-protect the children.

It can be also attributed to the SW a probably dynamics which completes the child's need for protection and love the trees out of Home show that need. According to DiLeo, trees, sun and flowers around the house express a growing need for light and nature.(DiLeo, 1983,p.44).

Young children express their need for affection by hugging social workers. This also means that social workers are loveable persons to them and that they will not reject them..."When I saw for first time the SW I felt joy, happiness, I would like to hug her and to draw a picture for her so to make her feel nice."(T11, D Boys'Home)

When children know that they have not been totally separated from their parents and that they are in a place temporarily until they can stand on their own feet, they feel reassurance; this also comprises a vital intervention for their healthy

emotional condition. Most crucial is that this feeling takes place in Home; they are surrounded by persons who really care and that they ready to accept hugs.

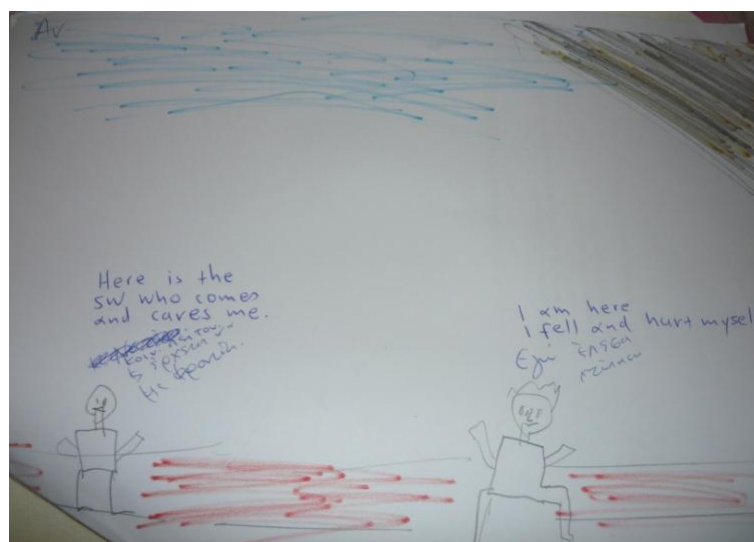
They know me

Parents' ignorance of children's characteristics, needs, difficulties or problems is a common element of neglectful families. Children believe that their relationship with social workers is important exactly because they know them. That knowledge comes from daily observation during the time they spend together; all of this is grounded in the basis of social workers' interest for them.

With the SW we discuss the fact that I am here without my parents. On that issue I get explicit answers because she knows me. (K14, B Girls' Home). Our relationship plays a role because through this she knows me and she can support me at school. (Da 10, A Girls' Home).

They protect me

Children express with drawings but also with words that they are attached to the Home. Among the persons who comprise the Home are social workers. Children disclose that they have strong bonds with social workers and they foster deep feelings for them. They are looking for protection from them, and they are receiving it by perceiving "what is wrong and what is good" and avoiding "things that harm" them. (S14, Home, D Boys' Home)



An
8

The drawing is like a scene of a play. The boy has fallen and he is hurt; the SW is coming to help him. He figurates the fact that the SW is near to him in every case like in this difficult position that he is now. Thus the SW is a protector and a very caring person in An's life.

Neglected parents cannot show to children the right path and the "traps" that they may meet. For that reason they feel unprotected, unsure, disappointed and easily captured by these "traps".

Here, social workers protect them by showing how they will continue their lives, encouraging them by saying that "things are getting better for them". The SW is important for me because without her I couldn't do the things that I have achieved so far. In general when I have a problem and I am annoyed due to some things or due to myself she comes and helps me and gets the things better for me.

(K 19, D Boys' Home)

They love me

It can be clearly seen from drawings that social workers meet children's need for protection and love from both sides; children feel that although they are naughty and "unruly", social workers are still there for them. "I love them very much although I am little unruly."(S14, A Girls' Home)

Neglectful parents cannot stand children who are not easily coped with exactly because they are not in a position to cope with anything.

"We have a very important relationship." It seems that the bond between children and social workers is very strong; children are reliant on it and they worry that a very important part of their life will be lost. The SW is another person who cares for us and also a mediator when the things are difficult. Her role is important .If there wasn't a SW, another person who cares for us it would be missed. (An 8, E Boys' Home)

They may connect this fact with the first loss that of their parents, and feel disappointed. They may even feel that they will be abandoned. The hardest feeling is that they will lose persons with whom they were talking about personal issues, about which it took them a lot of time to speak openly.

It was mentioned many times by children that the persons who "were there" for them were the social workers and these persons would be missed if they leave; or, as other children stated, persons from whom they benefited from only by their presence would not be there.

Almost all beneficial help from social workers to children would be lacking and for that reason they are afraid of losing someone very loving. However, children emphasise the matter of quality in their relationship with social workers and not its duration.

The emotional completeness which was given even just from the presence of social workers – “I feel relief when they are just standing near to me” (D18, B Girls’ Home) – would be in jeopardy.



J
10

My relationship with the SW is absolutely important. The SW and the boy are connected with a line and over it there is a heart which symbolizes the love between them. Their relationship is loving

They see me

Children say that social workers usually observe them and can understand if something troubles them and they approach children to talk with them.

Neglectful parents are incapable of observing children’s behaviour, let alone noticing what is hidden behind it. Children who are deprived from people who actually should take notice of them are looking for someone who will be able to discern their emotional condition before they speak about it.

“...they see how I react and when something isn’t going well she calls me to go to her office and she consults me”.(Dim 18, D Boys’ Home) For children, social workers are counsellors because of the way they react and not simply “punishers” who just found out about their misbehaviour.

Through children’s drawings, social workers’ attention to their lives and actions is expressed, and the children perceive this as an offer of beautiful gifts, which are the feelings between them and social workers.



G
13

My relationship with the SW is important enough (A Girls’ Home)

Two ladies who have big opened eyes which symbolize the desire to see, represent child’s attachment style (Karella, 1991, p. 27) (Wimmer, 2014, p.184) It may be G perception that the SWs see her. The smile and the hands which are holding the flowers could be their offer to her. Beautiful flourish gifts which are the feelings between child and SWs.

G and S below drew the humans’ figures by a stereotyped, minimalistic and impoverished way. According to DeLio these kind of drawings have been often observed in children from broken homes(DiLeo, 1983, p. 66)

Due to them I have lovely feelings

Children give to social workers the role of a master, saying that they have “... a say in my progress”.(Sn 16 D Boys’ Home) When a person has a say about someone else, it means that he/she holds a personal place in their lives and his/her opinion is very substantial.

The say of social workers is about “good things” of children to parents, who inform them about their progress in school. That “makes them proud”.

Children with favourable opinions of social workers are almost proving to parents that despite their mistakes which caused trouble – of growing apart from them – they continue their life, following a different course than their parents’ faulty course and now they are able to demonstrate success as well.

Social workers state that they meet the need of hope. Children had a hard time in their families, then they were separated from them, which was also a traumatic experience (most of the children mentioned they have bad and sad feelings due to it) and now they are in a new environment and they have to struggle to gain new attitudes and a new lifestyle, and attain their future almost by themselves. This is a lot of frustration and effort for very young persons. This situation shows not only the need of hope but is also a cry for it. Here, the relationship with social workers gives them happiness because the latter support them in hard times.



M
9,5

My relationship with the SW is little important (A Girls' Home)

Although M says that the relationship with the SW is little important her drawing reveals her strong loving feeling for her once she drew a big red heart which at the same time is a smiling face placed in the middle of the paper. She may wish to show to the SW her loving feelings and the happiness that the SW brings to her life and makes her smile.

In addition, drawings reveal their strong loving feelings for social workers and happiness that social workers bring to their life and make them smile (birds and flowers in drawings demonstrate that).



NT, 10 years old, E Boys' Home: "My relationship with the SW is absolutely important". The blue that he uses refers to calmness, peace and understanding and the green to satisfaction balance and hope. . (Wimmer,2014, p.39) (Foks-Appelman, 2012 p. 147). The flowers with which he represents himself and the social worker express sensibility and sweetness. He quotes: "I give these to social worker" The boy presents these beautiful feelings to the SW. He feels the SW so close to him that he actually gives himself to her. It is obvious that children have hopes and feelings for the environment that they belong to now and they see social workers as a fortress, ready to help their weak voices express their pain.

Neglectful parents cannot teach their children how they will determine "what is good and what is wrong and what is proper" and be there for them. In hard times they may be even weaker and unable to support themselves, let alone their children. Hence, it is reasonable for children to feel grateful and proud for the presence of social workers in their life.

It appears from the children's drawings that the social workers'—children's relationship and bond achieve richness in the provision of happy and nice feelings.



My relationship with the SW is very important.

Tree with fruits symbolizes nurturing, beauty and harmony, the yearning of life to grow, develop and move from the stage of “seed” to “fruiting”, (Burns, 1987, p. 76, 147). The tree with the fruits is the relationship and a bond which achieve richness in the provision of happy and nice feelings.

They care for me and they support me in:

Important practical things

Social workers find it difficult to collect and take care of children’s papers because parents have often neglected them in this area as well. Many children haven’t been registered in any registry books, or elements of their identity are mixed up due to parents’ ignorance of the correct declarations to the proper authorities.

Thus when children see that there are problems with their papers to be cleared up and in some cases, to obtain them at all, they notice the care of the persons who sorted out the problems.

My health

Most children see the importance of the relationship with social workers in emotional support. For children who do not have their parents with them, the need of this support is greater than taking medicine, because for them the scariest thing about illness is to be alone; “...when you are sick and your spirit is low then it gets you down more. Now with her help(SW) this isn’t happening”. (D 18, B Girls’ Home)

“...Yes our relationship is important because the social worker cares if I am sick or not”. (M 9,5 A Girls’ Home). Through this interest of the social workers for their health, children feel secure and valuable. They also see social workers’ care through their collaboration with carers and doctors. When people who raise children follow a consistent line of taking decisions and actions, it eases children’s agony and stress over the substance of their lives.

My school progress and future

Neglected children may be deprived by parents, and many actions which seem insubstantial may be, for the child, the reason to go into care, which then defines him/her.

Some social workers have a duty to meet teachers and ask about children’s progress. Children notice social workers’ interest in their school progress, even in the simplest things like having the forethought to buy school supplies. Through this, children feel that “someone knows” them (K14, B Girls Home) (Da 10 A Girls’ Home), and also that there is a parental figure to represent them at school. Thereby, they are not alone.

Some children mention that they have problem in their relationships with other children at school. They seem inferior to others who judge them prejudicially, reject them or tease them because they are from a Home. Social workers, trained to understand human behaviour, are reliable since the children have someone to share these problems, to support and comfort them, to have someone to explain that it is not their fault but people’s bad behaviour and ignorance.

In addition, by expressing the problem of acceptance, many things follow as a result: children share the problem and then it is easier to bear it, they feel less inferior and earn confidence. Through social workers' contact and collaboration with teachers, children see their interest and effort in solving a problem so as to "...stop it". That enhances the feeling of being special. I don't have a good relationship either with my teachers or with my classmates. I discuss it with the SW and we try to find a way for me to stop this. Yes Mr.G (social worker) is important. (K 11, C Boys' Home)

As neglected children have no chance to rely on parents, they know that they have to try to achieve qualifications by themselves for a better future. Children make certain that social workers are with them in this struggle and for that reason they may feel that chances for success are increased.

Social workers try to persuade children to obtain qualifications. They try to induce children to be qualified in order to have a better future, to ensure a better life standing on their own feet and avoiding the same mistakes that their parents made.

The children mentioned how they are impressed by social workers' care: "I can't forget that"; it almost shakes them to the core, and for that reason they express something more than appreciation or gratefulness. My relationship with the SW plays an important role because through this I can see that she cares for me. I can't forget that. (Mat 23, A Girls' Home).

The break of the parent-child bond makes children feel divided and insecure without having any strength to set aims and make plans for the future.

Thus, social workers' guidance and orientation to study shows them the path to follow so as to continue their life on a better track.

Some children expressed their feelings for the fact that social workers read their homework with them: "... it was so touching"; (Dion 13 Home B Girls' Home?) "...she [the social worker] cares and she shows it ... mostly when we read together".(D 18 B Girls Home)

Through this kind of contact with children, the latter's trust and appreciation is gained. Because besides the time that they spend on homework many things could be said by both sides which help children beyond their cognitive development.

Many neglected children miss attending school due to parents' inability to supervise them. Some of them are older than 18 years old and they are still accommodated in a Home. From their point of view, they "... started late with little". One of the Home's purposes is to rectify these deficiencies and help children to be on track again, especially in their educational progress

According to their own words, social workers help them to remember this and plan their future again, which means that they have found themselves and their interest again. Our relationship with SW plays a role because she helps me to orientate to what I will follow for studies. (An 18 A Girls' Home) "...I feel that they are my friends who support me, love me, take care of me and consult me on what I will do in the future..."(S 14A Girls' Home)

For the above vital reasons it is expected that the relationship becomes valuable.

Older children are occupied by thinking of their future, for example job issues. They are at the point where they are ready to spread their wings and enter into life outside the Home. The people who are close to them are the social workers, and for that reason they talk with them about these issues.

Children have the feeling that parents are there for them and ready to support them. Neglected children have lost that kind of support since their early years or they never had it at all. Therefore, because they are separated from their parents, it is very important to have someone to help them at this crucial point for their future.

My current life in and outside the Home

Children support the idea that social workers' care makes them feel comfortable to discuss the relationships and their life in the Home with them. That helps them with their life in the Home but also outside it.

With the social worker's interest, support and encouragement for children's current life in the Home is affected for the better; it is the motive for children to be careful and think with care and mature thought.

The figure of the social worker has become an excellent example to follow: "I hope one day to be in their shoes"; (D 18B Girls' Home) and also it influences children's emotions, since they learn about themselves: "I learnt how to stand on my own feet"; (D 18B Girls' Home) which means that they have gained self-confidence and good self-esteem.

The relationship with social workers is important because it influences children's emotional condition for the good and their appreciation for the Home. I make me feel good about being here. The SW helps on that by her presence in the Home in my everyday life here. Yes our relationship plays an important role to feel good for the Home (A1 10,5E Boys' Home)

The social workers' role, in itself, helps children through discussion of and paying attention to their thoughts, feelings and worries that they have for their new environment. It seems that social workers do something more than listen to or discuss with them. They may intervene personally, which children need, feel and appreciate.

Children believe that social workers' role is more supportive and helpful and that they show more interest in and care to children than do other staff. This kind of social worker dedication creates confidence in children and enhances good feelings about the Home.

Many children claimed that the relationship with social workers is valued because they support their ideas and they represent their opinions. "The SW is representative of our opinion and she used to supports us. Yes her role is important in comparison with the other roles because we can solve our problems while with others we can't." (G 12, B Girls' Home)

The Home is comprised of many people such as carers, specialists and other employees. The children's upbringing at is the heart of all of their efforts. The children come from different environments which were not adequate for their

development and safety and for that reason they require support so they can achieve a progressive adjustment. Such a difficulty is much expected to surface in their communication with the staff and in the programme's maintenance.

Memories connect persons with the past. Children who have left the Home need to keep their roots alive because these roots identify them. Their life in the Home is usually a big part of their life at a time when families got through serious crisis. To keep these experiences in their memory takes an effort to remember how they overcame this difficulty and moved on.

The persons who took part in this are the social workers. Contact with them brings all this to the surface and reflects children's past struggle. This helps them to see their current life with a different perspective.

Children who have left Homes underline this point, in that they count on social workers' opinion for everything that troubles them. It appears, at the same time, that the relationship with social worker was fundamental when they had been at the Home and it still influences their life.

They also mention that they keep contacts with social workers, they call them often and discuss issues about their current life, job, and relationships; in general, what is going on with their life. Yes I keep contact with the SWs of the Home I call them often and like today I come to see them here at the Home. I like to do that often because I count on their opinion on issues which trouble me. We discuss what is going on with my current life and we always bring in our memory past experiences from my life here in Home. (D A Girls' Home). I see the SW often. We meet out of the Home. In the beginning of our meetings we always

brought memories of the past. Now the centre of our discussion is my current life.
(Pe, E Boys' Home).

My relationships

Children show through drawings that they have difficulty to be open to the world, and they wait for social workers' help to be able to achieve it; and the latter are responding by standing alongside them; in a literal sense they are leaning towards them.



K, 11.5 years old, A Girls' Home: "My relationship with the SW is very important".

K's drawing depicts herself and the SW near to her, under the windows of the Home. The windows are closed which implies a need for protection from curiosity and indiscreet viewing; they also declare the unopened child's character and reserve in her relationships (Crotti and Magni, 2003, p.140). The drawn curtains add a sense of safety and intimacy on the inside, concern for beauty, and reserved accessibility (Foks-Appelman, 2012, p. 98)(Burns, 2009, p. 188). K's eyes are looking to the SW and the SW is leaning in to her.

It may be inferred that K, who seems to have difficulty to be open to the world, is waiting for the SW's help to achieve this (she is looking at her) and the latter is responding once she is standing near and leaning towards her. Social workers seem to substitute parental roles, who are called to encourage, inspire and support children in their progress at school but also to reassure them about future.

Koppitz assumes that the human figure in children's drawings reflects the level of interpersonal contacts meaning their position against themselves and important persons in their life, their current emotional condition (Thomas, Silk, 1997, p.170).

"Yes I liked her. She was something good in my life because without her I wouldn't have the friends who I have here." (T 12, e Boys' Home). When a relationship is honest and encourages children's sociability then the creation of other relationships become easier. This happens because children's confidence to be among people and to be connected with them is amplified.

Some children meet social workers to discuss and share issues about friendships such as aggravation, quarrels, and anger management. It seems that children trust social workers and accept their advice which is very hopeful for their social development. "The social worker was something good in my life because without her I wouldn't have friends, which I have here. She is someone more fundamental than my family."(T 12, E Boys'Home)

The fact that the social worker was the reason that child met his friends sets the social worker in a more central position than his family. The same statement was given by him on what the social worker's role represents for him,

which means the established opinion and appreciation for her and that the social worker has captured his heart for good.

The matter of friendship is a very personal relationship, especially for children. It is one of the first social relationships in which persons are tested – how they react, what role they play in the relationship – for their behaviour and position in future social relationships and contacts. Most children believe that social workers are persons with whom they can discuss issues about friendship. “The SW plays a role because she is the person to whom we tell everything is going on with us” (M 9, 5 A Girls’ Home)

If children tell everything to social workers, it means that they trust them and they feel comfortable and secure in sharing thoughts and worries and accepting advice; they leave themselves to social workers’ advice and guidance so as to distinguish people’s behaviour.

Social workers try to make them think about issues of friends and the reality of life and how the latter sometimes changes people and their bonds. Children accept advice from social workers about their friends and mostly on how to avoid bad company or “groups that create problems” (Dm 15 D Boys’ Home) and about which they should be cautious.

It is really very essential to inform these children about who they should trust or not. Being separated from their parents, they do not obtain any guidance. In addition, exactly because parents presented a kind of irresponsibility, they may have met in their homes people who were anti-social or may have even been engaged in illegal activity. Similarly, parents may have trouble with the law and

for this reason they have lost control and neglected their families and the care of their children.

Social workers involve children in the process of thinking and solving problems. To encourage these children to think and make judgements is a crucial foundation, not only for their social but also for their emotional development. I have a very good relationship with the SWs and I am glad that they are with us and support us when we have hard times. They consult us on what is good and what is wrong, what is proper for us. I am proud for of having been here and I owe that to them. So my relationship with the SWs is very important to me.(E 18, A Girls' Home). For these children it seems that social workers represent the kind of person to whom they can "tell everything".

Other children see the social workers' role as that of mediators between them and their friends, especially when something like a quarrel happens among them; "... mediator who sorts things out".(Da 10and M 9,5 A Girls Home)

It appears that children are capable of making friends which is very encouraging for their emotional and social development, because after the bad experience of the adverse relationship with their parents and the harder experience of their removal from their homes, this capability may have been severely damaged.

New patterns of social behaviour are needed for children's sociability, because their parents, who were supposed to be their first patterns, were not able to provide it. Social workers, who observe children in their everyday life in the

Home, can see how children have drawbacks in their social skills exactly because their backgrounds are disadvantaged as well.

The fact that children make the choice to talk about their friends to the social worker is an issue of trust. After the experience of an adverse relationship, where their trust was betrayed, they are making a new start. They bond with the children of the same age and they trust adults (social workers) when talking about all these friends, and accept advice and receive mediation when they do not get along with their friends.

Children make clear how helpful and at the same time simple social workers' advice can be and how the set of actions that they recommend can be applicable. It seems that children are satisfied with what they receive; they may have tested it and through the confidence of successful practice can present it as a model of overcoming difficulties with friends.

Children also raise the point of the emotional part of a relationship. Some children feel proud in the relationships with their friends because social workers support them and they do not feel disadvantaged.

Many neglected children have this feeling of being disadvantaged in their families as compared with other children, and that becomes more difficult in school, where they are compared with other children whose families are capable of caring. Social workers make these children feel confident so they can be in a relationship or social group as an active member.

Last year I didn't have any friend at school. Yes my relationship with the SW is important because we discuss and try to figure out a solution.(K 11,5, A

Girls Home). The other children are making fun of me at school I and the SW try to find a way to stop this, and also she contacts with the teachers. I feel better when she does that for me and for that reason she is special (T 11 d Boys' Home)

To my self-image and socialisation

“...Yes our relationship with the SW plays a role because she helps me to learn new things ”. (A 10 A Girls' Home) Their role fulfils another previously unfulfilled need of children: that of discovery of new things, of the quest for general education and culture.

Many neglected children cannot obtain even elementary knowledge due to their parents' inability to transmit experiences and knowledge adequate for cognitive development. Social workers are specialists, who participate in their effort of recovery.

After traumatic experiences with parents who were insincere to their children the latter's need for truth is huge. Social workers are specialists who “... tell the truth” to children who are trying to recover from the shock of separation and also participate in this effort.

Yes our relationship with the SW is important because she tells us the truth (Anit 18 A Girls' Home) The same children say that social workers “... make us down-to-earth people” (Anit 18 A Girls' Home) which means that social workers bring children face-to-face with their reality.

Many neglected children try to comfort their painful situation by living in an illusion. Living in this way, they cannot see the real source of their emotional damage or accept proper therapy.

Some children mention that they don't get along with their teachers. The latter are adults who, in a way, hold power over students, who are called to respond to specific duties that teachers ask of them.

Neglected children, due to parents' abusive behaviour, identify every adult with their parents. For that reason, they will experience insufferable adverse experiences all over again. For that reason, they try to resist. Some children become runaways because the school environment becomes painful and unbearable. Children discuss their situation with social workers who advise them and "try to find a solution";(G 15 C Boys' Home) this is a unique chance for children to change the way they see adults and subsequently to change themselves. Social workers seem to respect this "social weakness".

It is very positive for children's security to trust social workers and take guidance and support from them and not from others who may take advantage of them. Neglected children are vulnerable exactly because their parents, who should be trustworthy adults, could not cater for them. However, children's need for trust still exists and they may try to find it in the most inept persons.

It is easy for everyone who plays a role against a weak person and, in a way, has power over him/her, to use this power and advantageous position to harm or even abuse.

A neglectful family cannot provide a system of discipline and rules, but children cannot live in a chaotic way, and they express this need to social workers, asking for limits and social rules to be provided by them, and also the capability to distinguish people who may harm them from people who love them.

Until now, children have met adults who are irresponsible in their duty to be there for them. This is one of the reasons that there has not been anyone to put limits on them and be a good model of behaviour in order for the children to learn how to act socially. Social workers become these good models from whom children require care and support in their effort to develop basic social skills.

Children want to change themselves and try harder. Neglected children suffer from feelings of unworthiness, and for that reason they try hard to be wanted and to be liked by others, but especially by their parents.

They claim that social workers give them strength to face the ugly truths that they experienced and cannot bear. They wish that all these things were a bad dream which will end or a reality that they can change. For that reason, many children like to change themselves. I feel that I should try more. I would like to change myself for the better. The SW helps me with the picture that I have of myself through our discussion (K 11, 5 A Girls' Home)

Moreover, some children have a very negative picture of themselves. They mention that social workers play a special role by giving them courage. It seems that this is a lever for children to change the way they see things, obtain a better perspective and get out of the bog of failure.

Another negative feeling is that of disappointment. Neglected children receive disappointment on two sides. On the one hand, neglectful parents disappoint children with their inability to be caring and, on the other hand, there is a lack of emotional support and encouragement, which would be responsible for high self-esteem; this produces disappointment in children who think that this feeling is owed to them.

Social workers play a special role in “clearing up” the sources of these feelings. They are the persons in the Home who enhance these emotional icons that children due to neglect have adopted for themselves. Children acknowledge that social workers play a role in feelings about themselves through discussion. It seems that children find in the relationship with social workers the missing piece of recognition of their individuality, which is essential for their emotional development and also contributes to a feeling of satisfaction.

Commonly, children desire to do something for them but they recognise their weakness to do so. Social workers listen to the children’s thoughts and only this helps them. They reveal their thoughts and due to this they do not block their difficulty to complete their efforts to improve.

Social workers are characterised as mirrors; through them, children can see the reflection of their feelings about themselves, which tend to be ugly, but social workers are there to help them retrieve their interest in themselves and change it for the better.

It has been shown that the everyday presence of social workers, from which children receive help, influences the picture they have of themselves for the

better. In particular, the youngest children express feelings of safety by saying that “it is good having him [the social worker] here every day”.(Chr 11C Boys’ Home)

Children feel happy because there are persons in their lives (the social workers) who want them to try harder. It is clear from the way that they talk about it that children enjoy such adults’ expectations because they maintain a bond with them. For that reason, children are motivated to change for the better, with adults’ words as an axiom of their effort.

“...she understands when I don’t react well because I look sad” (Nt 10 E Boys’Home). Social workers have the ability to see behind aggressive behaviour and interpret it as sadness. Social workers’ understanding alleviates children’s suffering, some of whom do not discuss it because it troubles them a lot, or they are embarrassed about it.

c. SHARING

We share moments of joy, play, exercise and bonding

One of the needs that was met very often was children's desire to laugh, to be happy, to have a good and carefree time. The fact that they play with social workers gives importance to the role. Children revealed, although with different points of view, the same need to do things that add joy to their lives.

Children are eager to continue their life, bringing their desires to persons who are with them now and wait for them to respond. Young children need to play, which, for them in particular, is the most natural and important need. They wish all this to take place in a friendly, cheerful environment; "... they need to laugh".(SW1 B Girls' Home)

A neglectful environment cannot be such a place; on the contrary, it may be hostile and aggressive. Members of the child's family adapt to this atmosphere and they cannot enjoy life.

On many occasions in the Home, the children's need for fun and laughter is met. Most meetings that they have with social workers concern play, activities like drawing, a walk or a basketball game. It seems that they have such a nice time together that some children designate the time that they spend together as "our time". (Bn 11, C Boys' Home)



M
13

My relationship with the SW is important enough.(C Boys' Home).

It is very clear that M experiences his relationship with the SW in the field playing football. They share together moments of joy, exercise and bonding. At the same time he declares his desire, from all people, to have the SW with him in these favoured activities (Keke-Milonakou, 2015, p. 352).

When time that is spent between persons is called “ours” it means that this time is enjoyable, and people communicate perfectly; they feel so fulfilled and close that nobody can intrude and spoil their moment.

The children say that the social workers reward them when they succeed at school and that brings them joy, relief and security: “I don’t have any problem at school. The relationship with the SW is important because she cares for us when we are good students. She awards us if we went well and that brings to us relief and joy.” (N 15, D Boys' Home)

Parents care about children’s activities and, for that reason, they participate when these activities take place; for example, games, competitions, etc. They encourage children to give their best and they are happy when there are good

results or share with them the sadness of defeat. Children see in that that their parents are for them in everything they do and they feel fulfilled.

Neglected children are deprived of this. For that reason, members of the Home try to show interest when participating whenever these activities take place, in order for the children to feel, even if only a little, that someone is interested in them.

It is common children's expression on the need for laughter and fun. Most Homes have yards where children play and spend time with each other but also with social workers. This available time and space to play and enjoy is just as therapeutic as a therapy session. (SW1B Girl' Home)(SW1 A Girls' Home). Children have easy contact with social workers and they feel them to be open-hearted in the relationship, which helps them to feel peaceful and comfortable.

We have an honest, trustful and communicative relationship

Neglected children have experienced this lack of trust once their parents could not act with responsibility towards them. This is their first picture of adults' consistency. It is false and shakes children's trust, and may be one of the reasons for neglect and children's removal from their home. After that, they are afraid to see adults in a different way.

The social workers are of the opinion that this is the reason that children need time to trust. The offer of time is to be given if we wish to change their mind about adults' behaviour. The need of time to trust is combined with the freedom to

choose people with whom children will talk and be their reference persons. Free choice helps them to begin to trust whereas pressure is a negative factor. (SW3 A Girls' Home). From their drawings, a sense of freedom appears to arise once children seem to take the lead and at the same time have friendly support.



Mel, 13 years old, A Girls Home: “My relationship with the SW is important enough”.(A Girls' Home)

As with Da and K, Mel's picture shows a girl holding the SW by the hand. They are both smiling and it is as if the girl is one step in front of the SW. A sense of freedom appears once the girl seems to be taking the lead and at the same time have some friendly support. The drawings which include movement show that there is a positive connection with a child's environment and a desire for a more immediate bond between them (Kakisi-Pnagopoulou, 1994, p.126)

Social workers are superior to carers, as only with them do children have interpersonal contact during which they feel comfortable to share personal issues and problems and receive help.

Neglected children and their personal lives are exposed to strangers who are going to raise them. Their life may have been already exposed to other social

workers or to the district attorney's office or other specialists, etc. Confidentiality is an issue which is mentioned many times by children. After this exposure and their settlement in a Home they need confidentiality more than anything to protect their personal life: "...I could count on social workers for support, advice and confidence".

She also helps more, she gives me confidence and she can listen so everyone can be more opened. (Da 18, B Girls' Home). She was a specialist on who I could count for support, advice and confidence (Da 10 A Girls' Home)

It also declares social workers' readiness to help. When someone has this readiness to be there, it is more possible for this attribute to be accompanied by increased interest. This is very fundamental if the child feels it from the beginning.

Children ascribe a different kind of representation to the social workers' role. They are friends to whom children can tell their problems. Both depth and simplicity appear through their characterisation. Social workers are friends who cherish feelings for them and are ready to listen and stand by them. At the same time, social workers stop being specialists with knowledge and education and become ordinary people who are there for them.

"I feel that they are my friends who support me, love me, take care of me and consult me on what I will do in the future. (S 14 A Girls' Home). I had them like good friends who I could trust them. (Pe E Boys' Home). As neglected children have experienced relationships which were characterised by aggression, lies and indiscretion, they feel confident when they can find adults who keep confidential something that is said to them.

Children express their opinions about the help that social workers offer with certainty: "...she is the person who can answer to my questions or when I have difficulty she helps me to overcome it."(Dn 14 B Girls' Home), which may mean that they have experienced the stability and good quality of this relationship.

Neglectful parents have an ambivalent attachment to their children. Thus, the children's need for honesty in their new environment, that of the Home, is much expected. Here, social workers are the persons to whom children express this need and they also expect that they will fulfil it through their contact.

This is a chance for them to see the correct way to behave in the people working in the Home. Hence, the Home's role is to provide a good upbringing and show that all adults are not the same. It seems that social workers have gained their trust, which is concomitant to the honesty that they have provided, and children like to discuss about everything that concerns to them.

Children like the social workers' role as it is provided because the people who carry out this speciality are honest, pure and certain in what they say and do. With these virtues, social workers win over the children and for both sides nothing more is needed.

The children need honesty. Yes, their needs are expressed in our scheduled meetings and in their everyday visits to our office. (SW2 A Girls' Home). The children need from us to listen them carefully, to respect them. It is essential to be fair and honest. (SW2 E Boys'Home)

The child–social worker relationship influences children’s confidence to feel, trust, to be open and socialised. All these are valuable virtues, especially for a child who comes from a family where exactly the opposite was favoured.

One of neglect’s characteristics is parents’ ignorance of children’s needs. Their ignorance consists of their inability to listen what children say, ask or mean. They cannot comprehend the signals that the children may send in certain ways because they do not pay attention to these signals.

Social workers are called to play opposite role so as not only to listen to children but also to respond to their issues for progress. It seems that children have found, maybe for the first time, persons who listen and respond to them, and now they hope to fulfil their biggest need, that of emotional happiness.

Through the children’s drawings, a channel of trust and communication between the children and the social workers is opened. In particular, the child’s tendency to want to learn about the world and take their place in it comes through social workers, who support them in accomplishing this.



My relationship with the SW is very important. C from E Boys’ Home represents himself and the SW as flowers. The blue colour of the petals shows us

that in the relationship there is calmness, peace, and communication. The blue colour in children's drawings represents relaxation and calmness; it is a reflection of emotional elation. There is quiet social interaction, harmony and pleasant atmosphere in their relationship. (Wimmer, 2014, p.39) (Kakisi-Panagopoulou, 1994, p.136) Green grass invites us to lie down to rest or dream (Foks-Appelman, 2012 p. 147). Da, 10 years old, A Girls Home: "My relationship with SW is absolutely important". Both of the SWs are beside Da and one of them holds her by the hand. (A Girls' Home). The hands and fingers in a child's drawing, suggest the exploration, action, and sociability. They also show the child's will for trust, and communication, their bond and special connection (Karella, 1991, p. 32), (Troulis, 1991, p. 101). It could be said by the fact that she holds the SW by hand that there is a channel of trust and communication between them.

Children mentioned that they trust social workers more than other employees to talk about problems and they admit that they are the only ones who managed to solve many problems for them. Neglected children come from their abusive environment very tired and troubled. Their need to solve their problems and to feel better is huge. It appears that children have found it in the social workers' role

Social workers, with their knowledge, are persons who can help in this matter. For that reason, they may feel relief in finding them. Children discuss with social workers issues that concern their life in the Home and may make them sad. They share the things that are important to them with the social workers and leave themselves to their advice with trust.

It must ease the children's situation that they have someone to discuss their problems with and for that reason sadness or trouble may be prevented or confronted by this discussion. After experiencing untrustworthy adults, their parents, it is very optimistic for children's emotional and social healthy development that they allow themselves to trust and accept advice.

d.SOCIAL WORKER'S ROLE: NEGATIVE FINDINGS

The responses of children did reveal some concerns about the nature and quality of their relationships with social workers and their experiences of life in a children's home. These can be summarised under a number of headings:

Social workers do not play an important role:

In children's relationship with parents

Most of the children who stated that social workers do not play a role in the relationship with their parents cited as a cause that they have not discussed these issues with them, even when social workers claimed that these specific children have been helped in the relationship with their parents many times.

These children may be unwilling or unable to admit that they are in need; on the contrary, they like showing that they are strong and resilient. This is one of their ways of managing all the things that have happened to them. They do not want to experience the feelings of dependency associated with childhood and their need for adults' care, because parental care was non-existent or very inadequate.

Some other children expressed their bitterness about their parents' inability, for which they accepted no excuse; but they portrayed the confrontation of these bad feelings as a fight that they have to deal with by themselves without calling on any help from social workers.

In the same way, some children in Homes collaborate with social workers but they like to feel that they have managed things by themselves: "I didn't

receive any help from the SW because I went to the Home old enough and I could adjust easily.” (Pe, D Boys’ Home) “My relationship is enough better than before. The SW doesn’t play any role. I don’t need to ask for help. I am old enough.” (G 14,5D Boys’ Home). This point may be because they are showing that they have grown up by this and that they are strong enough to handle personal feelings and relationships. Thus, they will not feel a need for other adults who may harm them, like their parents who have already done so.

In addition, if there is the least interest from even one parent it is a curative tool at the children’s disposal, which can make them feel better, and for that reason the need for social workers is reduced.

In some cases, it is the ignorance of the children on how they would be helped by the social workers on dealing with their parental relationships which influences their motive whether or not to use social workers’ contributions.

Many children are uncertain on what they need from adults, and why some of them can or cannot fulfil their needs. Thus they may accept help from social workers and even appreciate it but they try to persuade themselves that they are “too old” to ask for help, or as they reported, they “don’t need to ask for help”.

Social workers on the other hand may focus more on children’s adaptation in the Homes and less on rapprochement of the parental relationship. Thus children approach them with that perspective once they may receive this message from the social workers

Furthermore, the aims and the philosophy of Greek Children’s Home’s are to offer to children who suffered from adverse family situations a better way of

upbringing which in most of the cases doesn't include a programme of help to the families. This is a core principle around which all the system of care provision is organised. In this vein the children perhaps unsurprisingly state their opinion that the social workers don't play any role in their family issue.

Some children mentioned that one of the worst aspects of their situation was that they could not see their parents often. (Pe, T, E Boys' Home). This may mean a poorly organised Home, which as it was mentioned above its main interest is the effective function and regime without involving the causes of children's unfortunate position. On the other hand, those people who run the Homes may be ascribing these causes to the parents, and for that reason they may hold them at a distance from children in order to protect them

Children may nonetheless have continuing desires to sustain what they had and to soften the cruelty of separation, wishing to see their parents' everyday if possible. This is not only practically infeasible but could also jeopardise the objectives of their removal from the family home, such as ensuring the safety of the child from the abusive parents' behaviour, and guaranteeing the chance to achieve a better future.

In how children feel about Home

Some children from the five Homes exclude social workers' role from their feelings about life in the Home, but at the same time they attribute value to their everyday availability because that gives them the confidence of having someone there.

Some children, especially those who have been in the Home for only a short time, expressed their inability to talk about the relationship, let alone to judge if it had an influence on their feelings about the Home.

Furthermore, it was observed that some children, who think that the social workers' role does not influence their feelings for the Home, contradict this by saying that due to the social workers they have positive feelings for it.

It is not unusual for neglected children to think this way because they are experiencing a new, unfamiliar reality, full of feelings, behaviours, relationships and attitudes expressed by different adults who can be inconsistent themselves.

Some children who mentioned that the relationship with the social workers does not play any role expressed, at the same time, their bitterness and sadness about their loss and inability to overcome painful thoughts which "come to my mind again". (Th 14, D Boys' Home) These children remain in a mourning process and for that reason they cannot find consolation.

A basic factor for the creation of feelings for the Home is the Home itself with its program. The latter through its application may not offer the proper ground so positive feelings to be created. Social workers as part of the staff or in management may not inspire children to accept the Home with emotional investment

In relationships and friendships

Children seem to expect that they have to handle every problem arising in the area of relationships with friends and peers by themselves. It may be a chance for them to feel that after experiencing a failure in their first relationship, that with their parents, they need a space in which they can act alone and make an effort by themselves to experience their own success in relationships this time.

Social workers' presence and involvement in this aspect of relationships of the specific children may not be so substantial and so children feel that they are alone

Children are not satisfied with the time they spend with social workers because:

They would like to play and have time with them

The more natural and simple the way that social workers approach children, such as through the daily habits of their lives in Home, the more effective and better the contact with children.

Some of them, mainly the youngest, are not satisfied with the work of social workers because they would like to play with them. Through the need for play, which is a natural action for those of young age, they disclose their wish to be closer to the social worker. (F10, A Girls Home)(T12 E Boys' Home)

More time for personal contact

Some children desire more time to discuss problems in the Home. They confess very sincerely that they like social workers' exclusivity they are talking alone with them. (K 14, B Girls' Home)(G14 D Boys' Home). This need is increased in neglected children, as once they did not even have the undivided attention of their parents.

It is very difficult, almost impossible, for a child to find exclusiveness in the Home's environment with so many children, and for that reason it is a common complaint and desire of every child in the Home to gain this opportunity, even for a while. The lack of free time with children due to the overloaded schedule of social workers was mentioned as a negative point by them as well.

More effectiveness and innovation

S14 from A Girls Home would like social workers to be more innovative, to do something more than have a discussion with them. It sounds like they want social workers more in their life which means more responsibilities for social workers, more to be there for them.

Sometimes, in the relationship of social workers and children, the latter do not want to do some things for themselves which social workers recommend to them as a means for their recovery, and in order to discourage over-dependency. This happens because the effort that they will make will be too hard and it is easier for someone else to do it instead of them.

Social workers' actions for practical needs of children are very important because due to neglect many things have been lost. The new adults in their life may appear to take over almost everything; from the simplest thing to the most complicated. This is a serious statement for the social workers who should keep that in mind and seek out a balance of support and autonomy in their work with children.

They do not represent anything to me

Some children who mentioned that social workers do not represent anything to them appear to contradict themselves when, on the one hand, they say that they receive help from social workers and they do not have bad experiences with them, and on the other hand they do not believe that social workers can help and the only thing that social workers are interested in is their position.

They also contradict themselves when they showed in other sections of the interview that they not only needed to bond with social workers but also that they had already received the benefits of a relationship which is necessary objectively in order to adjust to the Home and manage to move on.

All these examples may be indications of difficulties in adjusting in children who have had adverse and abusive experiences to create relationships and to have a stable emotional and behavioural position. Though children's recognition of the professional behaviour and action of the social worker is also pointed out. They choose to have professional and responsible adults near to them.

Children's reluctance to involve the social workers as representatives in their lives may begin from the social workers own weak efforts to represent them and for that reason children obtain a negative view of this.

Social workers are represented just an acquaintance that they often change

Children who mention this raise the point of changes in social worker personnel and how this negatively influences the creation of relationship and may replicate previous attachment problems . Children do not get closer to social workers because they are afraid to lose a caring adult figure again, as they previously lost a constant and caring parental presence through neglect. It is also a serious indication of how the frequent changes of the social workers have a negative impact on children and impedes their new contacts and bonds which are necessary for their socialization

They are specialists who just do their job

Some children see social workers as professionals without any emotional content, in their opinion. However, some of those who characterised them in this way mentioned at the same time the positive side of the relationship which helps them with their practical problems.

Other children mention that social workers are nothing more than professionals but at the same time they think that social workers do many things like supporting them, acting as mediators and caring for them.

On the other hand social workers may not have been in these specific children emotionally contactable or available. Thus children received a picture of them as people who just do their job.

These children obviously appreciate the benefits that the social workers' presence provides but their relationship with them is not anything deeper than a system of giving and receiving which concerns children's adjustment to the Home and furthering their development.

Some children met social workers for the first time when they entered the Home and characterise them as specialists who just did their job. In the children's eyes this entitles them to their qualifications, and at the same time shows children's trust in these qualifications.

Admission to a Home is not an easy procedure for children. It is the final and official part of separation from the family, and at the same time it is an entry into a new environment where people other than parents undertake their upbringing. The first persons who they may meet are social workers. It is expected that no feelings, or negative ones, will be revealed due to all the difficult and frustrating procedures to which children are subjected.

They were persons who made things worse for me

Children who have to be removed from their homes either cannot accept what they experienced or that their families have problems, and for that reason they accuse everyone else who is involved in their case.

This is very frequent behaviour from children who are neglected and have to be removed from their families. They cannot accept that their parents showed such inability exactly because it is too painful. Instead they accuse all people who took part in the disclosure of this reality and taking of decisions, which unfortunately are not painless for children.

Although, in addition, it cannot be excluded that the contingent actions of social workers may have been unsuccessful interventions and insensitive to children's problems, feelings and existing situations and in this way promote the children's negative responses.

They were just ladies

Some children characterise social workers in this way referring to their perception in the first meeting with them, which in most cases was at their admission to the Home. It seems from their statements that when they adjusted, they changed their opinion for the better; they felt closer to social workers and had a high opinion of them.

CONCLUSIONS:

RELATIONSHIPS

When there is at least one high quality relationship with an adult in children's life then we have positive outcomes in their development like high self-esteem, and resilience. (VCC/NCB, 2004:37 IN Winter, 2011, p. 29)

Neglect in parents' behaviour is the reason for children's feelings of powerlessness, hopelessness and unworthiness of love. Children experience the loss of the family's consistency and this is the cause of overwhelming and inconsolable sadness and helplessness (The Bridge Consultancy, 1995, p. 3, in Stevenson, 2007, pp. 73-74; Howe, 2005, p.163; Watson, 1994, pp.27-29; Iwaniec, 1995, p.19).

In a review of Oliver (2010) it is mentioned that although children don't feel safe in the environment of a abusing family their removal from it bears strong feelings of sadness, anxiety, homesickness, uncertainty and grief (Blueprint, 2005; Timms and Thoburn, 2003) in (Oliver, CW DU, June 2010, p. 17)

Research shows that the relationship between social workers and children stands as the opposite to their adverse relationship with their parents, providing a "secure base to stand on" (Beek and Schofield, in Allain and Cocker, 2008, p. 111), and ways and strength to deal efficiently with these painful and overwhelming feelings.

“...a significant supportive relationship outside the family can be a valuable resource to offset the impact of adverse experience on children” (Foley, Leverett, 2008, p. 115). This effort by children proved to be ‘a shared journey with social workers’ (Luckock, Stevens and Young, in Lafevre and Luckock, 2008, p.6) and a response to this is change and transformation in children’s emotional state.

The child–social worker relationship was revealed to be a support in the former’s struggle with hard reality, ‘constant guidance and companion in children’s journey in unfamiliar and scary territories’ (ibid, p.2), playing a ‘bridging role for children’s transition from family to care’ (ibid, p.3). For this reason it becomes a prompt for the revival of emotions, ‘a transformation from painful experiences into a creative and life-giving power’ (Cairns, 2002, pp.41-42).

“Offering reassurance and careful support the effects of neglect could be reduced by looking at the source of their distress, revising the experience and developing other aspects of their emotional portfolio” (Foley, Leverett, 2008, p. 17)

FEELINGS CONNECTED WITH FAMILY

Young participants express feelings which are a consequence of their adverse family situation. They are going through a mourning process, because they experience a loss, of being apart from their parents and not being raised by them. The parents are missed and the children display such emotions in a very poetic way: “I miss them from dawn till night” (Nt, boy, 10 years old).

Some of them are lost and confused, and sadness is the prevailing emotion, which is expressed by crying or by suddenly burst into tears; conflicting feelings overwhelm children who feel bad and at the same time relief. Social workers become a source from which they draw comfort. Gaining this is important for children, and makes the relationship both necessary and meaningful.

Other reasons for its deep meaning are the opportunity to share and discuss these issues, to receive support and hope, and consultation; in this way, their pain is decreased and their whole frustration is transmuted into comfort.

Although children experience the loss of their parents' presence in their life, some of them feel relief at being away from their family and the fact that they ended up in a Home is characterised as "escape" (D, girl, 18 years old) from that adverse environment, and an opportunity to "live in a better place" (ibid).

In this new beginning, even children who felt "mature enough" (S, boy, 14 years old) transfer an important aspect of their lives to social workers, who encourage them "to stand up to problems" (Da, girl, 10 years old) and go on. Due to their misfortune, children are afraid that they may become estranged with parents, and that disquiets them. "The bridge that unifies and connects children with their roots is social workers" (SW1, E Boys' Home). The latter comprehend the emotional condition of children who change to "feel ok" (F, girl, 10 years old).

DEVELOPMENT OF GOOD FEELINGS

Findings show that children's relationship with social workers not only renders to the former the opportunity to make a new start (T, boy, 11 years old) which will give them "joy and happiness" (ibid) but social workers themselves are persons with whom everyone begins a new life. Children derive happiness because social workers have been there for them in the hard times (E, girl, 18 years old) and they have spoken up for them, which are good things and make the children proud (E, girl, 18; Bn, boy, 11; Sn, boy, 16 years old). Birds and flowers in their drawings declare that their bond with social workers makes them smile (drawing of A, 10 years old) and this relationship's rich provision creates happy feelings.

Social workers claim that "these young persons' desire to laugh, be happy, to have a good and fun time. ...they need to laugh and add joy to their lives" (SW1, B Girls' Home). This desire is proved by the fact that most of their meetings include play, activities like drawings, walks and basketball games. These meetings are characterised by children as "...our time" (Bn, boy, 11 years old).

Participants present a relationship which offers to them an advantage in their effort to fulfil the desire of belonging. They reason this on the fact that social workers are good listeners.

Research reveals a bond between social workers and children that is really interpersonal and represents a connection in which the latter "found real human contact" (SW2, B Girls' Home) with people who "know" them. This bond is not only is based on grounds of trust "...I could count on social workers for support, advice..." (G, girl, 13 years old) but is also surrounded by it and that is helpful,

especially in contacts with parents. Painful feelings, conflicts and uneasy moments may emerge during such meetings.

DEALING WITH REALITY

Children found in relationship with social workers, that they are adults who they lean on (drawing, K, girl 11.5 years old) and that nervousness is diminished (K, girl, 14 years old); they gain time and space to breathe for themselves, while they have an exhausting struggle to answer the “whys” and “hows” that all their experiences happened (SW2, B Girls’ Home).

These vital answers to “whys” lay the foundations of the relationship and act as a form of healing of children’s emotionally damaged condition: “...can help me to overcome any difficulty” (An, 16; G, 13; Din, 14, girls; Chr, 11, boy; SW2, B Girls’ Home). Thus, they do not feel alone in this battle because social workers are alongside them with knowledge, commitment and ability in order to “stand up to problems” (Da, girl, 10 years old); they become allies in this struggle.

In Munro’s research with looked after children, all of them mentioned the importance of the social workers in their lives. The social worker was seen as very powerful and when the relationship worked well, as a very strong ally. (Munro, 2001, *Child & Family Social Work*, V 6 P. 131)

Depth and simplicity frame and enrich the relationship once social workers speak “...with words that children can understand” (Tn, boy, 14 years old). Clearing up the source of painful feelings, social workers bring them to reality so as to face the ugly truth and “...stand on my feet”, (D, girl, 18 years old;

Pe, E Boys Home child who have left from Home) by giving a simple solution with honesty” (Anit, girl, 18 years old;SW1, B Girls’ Home).

RELATIONSHIP AND CHILDREN’S SOCIAL SKILLS

It seems that the relationship is the reason that trust, confidence and freedom are regained in children’s lives, which constitute foundations for better social self-orientation.

Social workers represent adult figures, solid social patterns who expect things from them; who understand, give them courage and “social impulsion, which is a source of pride and amplification of self-esteem” (Archer, Hicks and Whitaker, 1998, p.69); and offer authentic guidance. These are integral parameters for children’s sociability and motivations for better social achievement.

Recent research indicates that, while many different professionals may play a role in children’s lives, the latter keep viewing their social workers as the most important (Stein, 2009, in Oliver CWDU, June 2010, p. 25).

TRUST AND CONFIDENCE

In the relationship children feel confidence because social workers “...knew how to do it” (Anit, girl, 18 years old); their knowledge of and proper education about childhood issues ensure children’s trust to talk about their lives.

The relationship turns out to be a substantial and reliable source because it is characterised by confidentiality and the freedom to choose. Children’s drawings prove this sense of freedom once they appear, receiving support in a friendly way and advancing.

Through their connection, children learn about socially acceptable patterns of behaviour and reach a stage where they feel certain of their behaviour, feeling a strong involvement in socialising. The drawings indicate, a channel of communication is opened. In particular, children appear to have a tendency to learn about the world and take their place in it, which comes from the social workers' support.

The relationship is rendered special because social workers are there in children's struggle to succeed, to guide in the orientation of studies and obtaining of qualifications, to help children to recover even when they "started a little late"(K,boy, 19 years old); "...to try harder and never give up", (Sn, boy, 14 years old); to gain a better self-image, not only for the time they are at the Home but also for their future.

The stability of social workers' intervention, "the being there" (Da, girl, 10 years old) in young persons' battle, almost shakes them. "I can't forget that"; "it was touching...she was caring when we read together" (Dion, girl, 13 years old). Social workers' everyday presence boosts children in their effort to achieve the above "it is nice having him (the social worker) here everyday" (K, boy, 11 years old).

Furthermore, they are specialists who represent good examples of personality, and proper social figures, so that some children wish one day to "...to be in their shoes" (D, girl, 18 years old) who "...tell the truth" (Anit, girl, 18 years old); "...they help me to learn new things (A, girl, 10 years old) and "...make us down to earth people"(Anit, girl, 18 years old).

CHILDREN'S SELF-IMAGE

Children wish to change themselves and try harder. Their relationship is the source of deriving faith, recognising individuality and satisfaction; discovering and retrieving their self-image, moving from an ugly one to a better one; caseworkers have expectations and that creates in children a willingness to try harder and change for the better.

Social workers understand human behaviour and for that reason they are capable of ably representing children in school and meeting teachers, and making the children feel less inferior. "Building relationships through communication is a major part of caring for, and has a significant impact on all areas of their wellbeing" (Foley, Leverett, 2008, p. 21)

AFFECTION

Neglect is the failure to provide nurturing experiences to children; it is the lack of satisfaction and emotional commitment to children with limited physical contact. As a result, their needs for affection and warmth remain unfulfilled (O'Brian, Chung, Ling and Rhind, 1997, p.89; Iwaniec, 1995, p.66; Iwaniec, 2006, p.199).

The relationship is presented as a protective shield in children's new life where they feel safer in experiencing positively their incipient steps; it signifies a different picture, which includes care, appreciation and warmth.

LOVE AND PROTECTION

Participants set social workers in drawings on a very high level and characterise them as precious people in their lives, because they “try hard for us” (SW3, B Girls Home). Social workers are pictured as highly important people who keep offering strong feelings like love. In their drawings they surround them with heart shapes.

They verbalise their feelings with capitals and bold characters in the phrase “I LOVE YOU VERY MUCH” (B, girl, 10 years old; S, girl, 14 years old). Children sense that this love exists on both sides and remains even when they are “naughty or unruly” (S, girl, 14 years old).

The needs for affection and physical contact are mainly revealed through their drawings and conversations with social workers, during the times they relax, play or have lunch. The youngest also express this need for affection and love by hugging them. Drawings show social workers ready to hug/protect. They are like trees’ roots or big smiling suns from which children foster deep and warm feelings; their bond is free from risks and reflects warmth.

“The love ...is not the kind of outcome that policy makers may talk about and want to measure, but it is the kind of growth that emerges slowly and unpredictably out of the expression of the experience of human connection and relationship which draws attention to the small things in daily life”(Smith, Fulcher, Doran, 2013p. 43)

TRUTH AND SIMPLICITY

Children believe that their relationship is special and that designation is perceived and drawn as beautiful flourishing gifts. Through it social workers can see them and act as mentors and not as punishers.

CARE

The relationship is meaningful because it is caring and it can appear in important aspects of children's lives as their health and schoolwork progress. That makes them feel secure and valuable.

Social workers' interest can be seen from the simplest things like forethought of obtaining school supplies to serious difficulties that children have in the school environment, for example peers' acceptance; "...they are someone who knows" how they can solve relationship problems with peers and teachers (Da, girl, 10 years old).

Children give credit to social workers' opinions because they help them to overcome difficulties and move on. Young persons who have left the Home verify this by the fact that they still keep in contact with social workers and discuss together everything that troubles them in their new life outside the Home.

PRESENCE AND CONTINUITY

Young participants mention this negative point of frequent change in professionals' positions, but most of them enhance the quality of the relationship rather than the duration of it. It is claimed that they turn to the relationship because

it creates calmness and peace “for just standing near to me” (D, girl, 18 years old). Thus, if social workers leave they will be missed.

The matter of frequent changes in the positions of the social workers were mentioned by children in care as a reason which leads to frustration and upset (Oliver, CWDU, June 2010, p. 28)

FAMILY ISSUES

Children have contrasting views about the role of social workers different point of view about the relationship, with some saying that social workers do not play a role in the relationship with their parents. They cited in support the fact that they haven't discussed this issue with social workers, the ignorance or uncertainty of how they could be helped by adults and the belief that this is a fight that they have to carry by themselves. Finally, some of them characterised themselves as strong enough or too old and experienced, with “...no need to ask for help” (G, boy, 14.5 years old) in dealing with problems.

On the other hand, social workers make the counter claim that the specific children who state this have been helped on this issue many times.

REPRESENTATION

Some children say that social workers do not represent anything in their life. The same children express painful feelings and thoughts which concern their loss: “...come to my mind again” (Th, boy, 14 years old).

Others contradict themselves by saying that they received help from social workers, and yet they do not believe in the value of the relationship.

Moreover, these children clearly state their preference of being connected with adults. They like responsible and professional, rather than personal, and emotionally grounded contact.

Following children's revelations, it has become clear how primary and substantial social workers' role in Homes is.

The relationship between children and social workers offers appreciation, care, warmth, simplicity, truth, but above all social balance; it constitutes a stepping stone for children's successful adjustment to Homes, a socially grounded present and future life, and higher self-esteem, with which they confront all the feelings opposed to that, which the parents' neglectful behaviour created.

Therefore, special attention should be given to children's negative statements.

Schofield suggests that "...these children find it hard to accept care and availability by new persons. One of the reasons is that previous requests for help for their survival made them highly resistant" (Schofield in Lefevre and Luckock, 2008, pp.47, 49), and conflicting in their feelings and the attachments revealed.

Social workers are these "new persons" who may become "...the human face of difficult decisions and discontinuities" (Smallbone, in Lefevre and Luckock, 2008, p. 59); a "new person" who children may be afraid to get closer to in case they lose them due to the instability of their positions.

Thus, specialists and carers in Homes should keep in mind that "...relationship-building is complex and crucial practice which needs time,

insight, and patience from both sides but mostly from social workers” (Byford, Gibbs, Hicks and Weatherly, 2007, p. 106) in order for children to deal with their loss and mourning.

Furthermore, it should be put under consideration that some children place their trust specialists’ qualifications and practical skills and for that reason they clearly prefer being connected with adults in a professional rather than a personal way.

Finally social workers and managers of the Homes should deem the children’s negative statements as disclosure of the limited effectiveness or inadequacy of their work and the Home’s programme of upbringing; and as grounds for study and improvements’ after the fact.

ATTACHMENTS

FAMILY'S SUBSTITUTIONS

The Home

It feels like home

The best (experience) was the procedure of my adjustment in the Home. With her (social worker) help it felt like home. (Pe E Boys Home) The Home earns the unique position of a real home in children's hearts that replaces the family home, which has been lost due to neglect. It seems that social workers play a special role in feelings about the Home with their everyday presence and discussion.

It feels like a second home

Children see the Home as "second home" and that reveals that they have cleared up the position of each home in their heart and have placed them in specific order of preference. I feel the Home like my second home. The SW helps me on this in my everyday life in the Home. (Mel 13 A Girls' Home) (G12 B Girls' Home)

In addition, this characterisation includes a kind of permanence that refers to how children feel about the Home and also it appears to be a quite positive influence for their emotional position in general.

Carers

Felt like family

Children mentioned that they turned to carers to receive everything that families could not offer to them, and for that reason they loved the place and felt carers were like family.

Substitute for my parents

Many neglected children wish parents' inability to care was not so; when this remains the same, they need to find a substitute. Carers become these substitutes; children unite carers' responsibilities and duties which are very similar to those of parents, with the deeper feeling of the parental relationship. This is very conducive to emotional completeness.

Felt like second parents

(N 15,D Boys' Home)?(J10 and Nt 10,E Boys' Home)

After children experience neglectful behaviour by parents and they are removed from the family home, the need to complete the gap from the absence of constant and caring bonding becomes imperative. This is shown by some of the children's statements that they found in carers persons who could fill these gaps and for that reason they give to them, after their parents, second position in their life.

Felt like good aunts

(ST10 E Boys' Home)(A10 A Girls Home)

They see carers as relatives who raise them up for a short time, as real aunts and uncles do if parents face difficulty in carrying out their duties. In these circumstances children return to their homes when the difficulty is overcome. Children have a kind of sense that they soon will return to their families. Unfortunately, in most cases children stay in Homes for a long time and sometimes they leave when they are adults.

Felt that they are my people

I was 7 years old when I came to the Home. I feel for the carers that they are my people (Da10, A Girls' Home). It seems that children trust the Home's staff a lot; they count on and lean on them in a natural way. This statement reveals the very impressive way of children's feelings and the very optimistic disclosure of the way they see staff. The latter is made up of people who care for children and that may be a very positive turn in their emotional development after the adverse experience of neglect.

Social workers

Parental substitute

The SW is like a father and you can communicate better with him and less with the other staff. ..Yes our relationship is very important because I trust him

like I would trust a father. (J 17 C Boys' Home). "The SW is another person who cares for me. His role is very important because he is like father to me who supports me by being here for ME..."(K 11 C Boys' Home)

Children feel social workers to be like their father or mother. This is usually encountered in young children and in cases in which the relationship with parents is still difficult or adverse. Thus, children are looking for substitutes to fulfil their needs for care and comfort. Social workers who received that strong feeling by children, mention that the latter not only name social workers as their parental figures but also they really feel the social workers to be their father or mother.

They mention that exactly because they feel social workers as parents makes their communication better: "I couldn't talk with my mother and I was discussing things with social workers. They were like my parents. The social workers were parental substitutes". (H A Girls' Home)

This child's assertion gives to the relationship a deep emotional and personal character and attachment but also displays children's need to find a parental pattern to connect with. "...like my mum, the social worker wishes for me to finish school, so as to have a good education"; (G18 B Girls' Home) the social worker is a maternal figure who wishes the best for the children, who compare this care with their mother's interest.

For neglected children, it is very important to meet as many persons caring for them as possible, so as to fulfil emotional gaps and develop a different picture from what they have experienced, namely the idea of there being no caring people.

Their drawings reveal a strong attachment with a maternal figure from which children, in general, draw assurance, and gain proud and beautiful feelings.



G
14, 5

G, boy, 14.5 years old, D Boys' Home: "My relationship with the SW is very important".

According to Crotti and Magni, the message that a child likes to send with a ship travelling on the waves is his/her need for lullaby from the 'maternal waves'. The child is very sensitive and he needs to be calmed down (Crotti and Magni, 2003, p.58). He also seeks for security and contentment. (Crotti, Magni, 2003 p.58) (DiLeo, 1983, p. 39). The green colour of the boat is a sign of hope and growth. (Foks-Appelman, 2012, p. 147). The SW is a maternal figure from whom the child needs and probably receives loving signals.



Mat
23

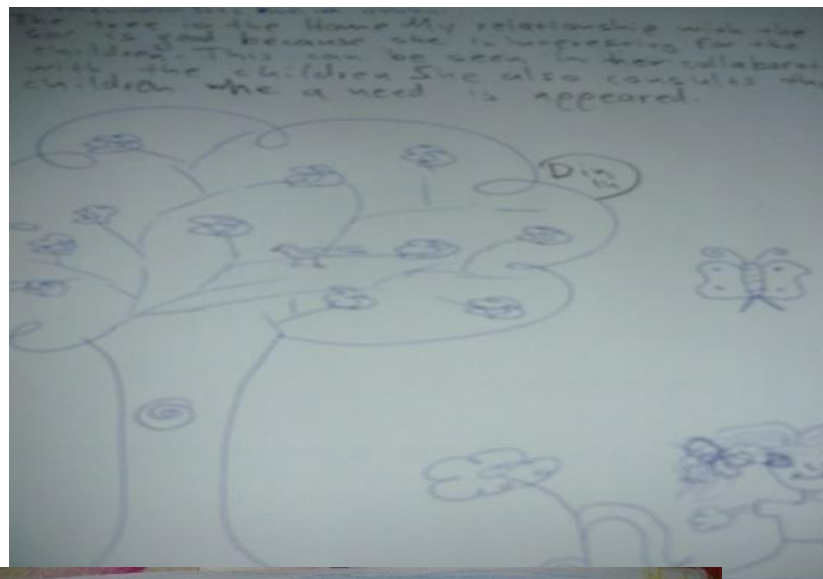
The tree which covers all the paper shows a child who is extravert, enthusiastic, and very generous. The fruits express that her inside world is rich emotionally with a generosity against the others. Fruits in trees, such as apples, means that a certain situation in the child's life is "bearing fruits". It is a positive sign in the child's development. The straight and thick trunk denotes dynamic and powerful nature (Trulis, 1991, p. 97). The roots mean a strong attachment with the maternal figure from which the child draws assurance and proudness. (Crotti, Magni, 2003, p. 116, 118, 123); what (psychological) nourishment a child gets (or need) for his/her emotional life (Foks-Appelman, 2012, p.109). Mat elucidates that the roots is the SW and supports by this way that she draws these feelings from the strong attachment with the SW and she also owns the above beautiful emotions to her.

HELP AND SUPPORT

Home

Children appreciate the fact that they grow up in an environment such as the Home because it offers them almost everything. They mainly underline the feeling of safety after receiving help in many aspects of their lives. I feel very good for the Home. It is like second home, but not exactly a home; a roof to stay in and feel safe(N15, d Boys' Home). One of the Home's function is to help with their educational progress which is a factor for their future good prospects. In this way, the children's need for support is fulfilled'

When I was in the Home the SW helped me in the management of specific problems that I was facing; in my relationship with my parents; and in my progress in the school and in my education in general.(H A Girls' Home). The best things were the opportunities which were given for education, the emotional support from the specialists and in general the good system of upbringing.(P E Boys' Home)



Din, 10 years old, B Girls' Home. She wrote: "The tree is the Home. My relationship with the SW is good because she is interesting for the children. This can be seen in her collaboration with the children. She also consults the children when a need appears".

The fact that the above place of the tree is finally crafted shows that the child is faces the future, with faire fair personality.(Troulis, 1991, p. 99). The flowers under the tree express sensibility, imagination, and sweetness, and those which are on the tree love for beauty, need for love. (Crotti, Magni, 2003, p. 118,

119). (Keke-Milonakou, 2015 p.386). The figure placed to the right side of the paper indicates a person environmentally-oriented (DiLeo, 1983, p. 14). To the butterfly is attributed especially by the girl drawer beauty and elegance but also its constant movement-the chase for illusive love (Keke-Milonakou, 2015 p. 262, 389).

My relationship with the SW is very important because she advises me and she mentions good examples so we can follow them. Al, 13 years old, D Boys Home “My relationship with the SW is absolutely important”. The Home is like a castle which symbolises power, wealth and imagination. The playing fields and the office of the SWs are the most favourite places for the child who must spend a lot of his time there. The human figures are the children, friends of Al’s and the first person in the line is the SW. It appears that she is the guide, the protector who leads the way in order to anticipate any danger to the children.

Carers

Give help and support in my education

Children’s acceptance of the fact that they have obtained social education from the Home and the disadvantageous environment of their family in this matter increases the possibility of progress, because most neglected children resist the idea of other persons taking on their parents’ duties. Refusing to follow the learning process has its root in their false hope that if they will not let others do it, their parents may start doing it for them.

Moreover, children who have left the Home expressed how important the advantage of obtaining qualifications was when they entered into a demanding life and had to stand on their own feet. For that reason, they commended very positively this specific kind of support from carers.

The life out of Home was better than I expected to be. The reason was that I had obtained qualifications before I left the Home and I have their support until now. (L D Boys Home). Children state that carers show their interest through their offer of help and care in school progress in general.

Social workers

They are here for me and talk about everything

The main characteristic of neglect is the lack of parents' response to children's need for their constant presence. Now they may meet, for the first time, persons who keep offering help to them in one way or another. In their drawings they show their preference for the social workers' offer, which should include stability.

Help in my relationship with my mum

The importance of children's relationship with social workers is connected with their relationship with their parents. They demonstrate that their feelings for the Home are interlinked with the condition of their relationship with their mum: "If things are ok with my mum then I feel ok in here".(A1 13 D Boys Home). It seems that social workers comprehend this and they try to help children through it.

Children appreciate that because they are helped in a way they really would “feel ok”.

In general, issues of family and relationships are discussed and confronted on a daily basis, which dissuades children from the constant quest for belonging and compliments.

AFFECTIVITY

Children feel proud of being at the Home

Neglected children come from a deprived, chaotic and aggressive environment. They may be ashamed of it and it is one of the reasons that they would like to grow up in a different home. Thus, when they find a better environment they also find reasons to be proud of it. I feel very proud for being here. I like growing up here. I have a good relationship with SWs and it plays an important role in how I feel about the Home(E 18 A Girls’ Home). They claim that the creation of this pride is influenced by their relationship with social workers.

Children feel sad and happy at the same time

I feel sad and happy at the same time.(K 14 B Girls Home)

An alternation of happy and sad feelings takes place especially when children have a hard time in the Home for some reason, and exactly at that point they think that their parents would be better and more affectionate than the people at the Homes, although they have experienced cruelty and ignorance from them.

In addition, neglected children love the family home, no matter how unfortunate or unsafe it may have been. They then arrive in a new environment, the Home, which may offer to them a better way to be brought up. Experiencing the two situations they may be confused or in a dilemma of leaving or not themselves to feel without laying their feelings aside for one or another of these places.

Children feel grateful

Neglected children may have experienced very negative situations at their homes. Thus, on finding a new environment – that of the Home– with people who care and give “big help” to them, they feel grateful.(An 16 A Girls’ Home)

Children feel lucky

I feel lucky. I am happy. In the beginning it was hard for me but now I have good friends here. It may be a little strictly but I think it is necessary because they have to do with many characters which should be set. The Home is good for that setting of our character because we share everything and this teaches you how to be social.(Anit 18, A Girls Home)

After experiencing an adverse environment which may have harmed them a great deal, children become settled in their new environment. They have overcome the first difficult period of adjusting to the Home and have understood the advantages of a common life with other children there. They may compare the place that they have been with the Home and this comparison makes them feel lucky for living in a new environment where they are not harmed and which benefits them.

I feel sad

Some children can't accept that they are living in a Home and are apart from family. They feel sad, without any comfort, because they miss their parents a lot. This is also revealed from their drawings.



Th, 14years old, D Boys Home:“My relationship with the SW is very important”.

“The attic in a home shows a child who is confined and he likes to take refuge in attic so he can travel with his imagination”. The huge mountains that surround the Home present the confinement that he feels.

As seen in all categories, Th can't accept that he is staying in a Home and that he is apart from his family. He feels sad without having any comfort. This is also revealed from his drawing as well. However, the flowers at the top of one of the mountains show that he has a little hope of feeling better. As positive clues Th

gives the rounded window with the cross which shows the inner world of the Home and the inhabitant's soul which is protected. (Crotti, Magni, 2003, p. 137)(Foks-Appelman, 2012p. 101, 104). The dinner room may suggest a place for nurturing, a strong need for affection. (Burns, 2009, p. 186). The lamp in the attic and in the dinner room symbolized warmth. (DiLeo, 1983, p.52).

K, 11 years old, C Boys Home: the SW and the child are presented as two separated houses. The SW-house has a closed door with a handle and the SW can be seen. He is extrovert, ready to be open to others. (Crotti and Magni, 2003, p.139).The child-house has no windows, which represents a child who is unable to accept the reality of the situation.

In the category "management of problems", K mentioned that he has enuresis which is loss of bladder control. It is not unlikely that K would like to cry about everything that happened to him (he comes from a very problematic family; the family members include many children who grew up in Homes and the parents are indifferent).

I have got used to my home, not here

This statement is expressed by children who are newly arrived at the Home and their adjustment has not been completed yet. Very simply, they express their desire to be in their family home.

Children feel happy at being here

Children feel happy at the Home because they have social workers to talk about personal issues with them. They underline the fact that only social workers have that role, which influences their pleasant feelings for the Home.

In addition, some children, after experiencing severe neglect or abuse, wish to escape from the family's ugly environment and find shelter where they can be safe. For that reason, they feel happy in the Home and it seems that it is easier for them to move on.

They miss the Home when they are at their family home

Some children appreciate life in the Home where they share everything with each other and they become friends; they believe that this teaches them how to be social and also makes them have feelings for the Home as stronger than their own home.

Children didn't want to leave the Home

This was a statement made by children who have left the Home. They found the Home's system so suitable for them, and the relationship with carers so fundamental, that it was difficult for them to leave.

Examining their statement from a different perspective, either the inability of children to stand on their feet can be seen or an unsuccessful preparation for leaving the Home. The latter can be supported by the statements of the same children, who mentioned that life outside the Home was difficult emotionally and they base this on the fact that they were not prepared for life outside the Home.

Children receive love

Children receive strong feelings like love and that makes relationships – especially with social workers – important: D, 15 years old, C Boys' Home. He wrote: "The SW is very good and he must be in the Home because he consults me on what to do: the wrong or the right. He cosies [up to us]. We can trust him. We love him" They perceive the social workers' presence in the Home as something highly important.



J
14

My relationship with the SW is very important. Two hands in a vertical position which means that the one hand tries to draw up the other. The relationship is an effort of the SW to exalt the child. In combination with the use of red colour J characterizes the relationship with power, energy and survival. (Wimmer, 2014 p. 35).

NEGATIVE FINDINGS

ATTACHMENTS

Carers in the Home

They are just ladies

Carers' characterisation as "simply ladies" (K14 B Girls Home) minimised the carers' role, and it also appeared that there wasn't any emotional investment in their relationship from the children's side.

They are employees who just do their job

Children see carers' offer of help as something which is not deep and personal, and for that reason, carers are referred to as employees who just do their job. It seems that the children who have no special connection with carers are those who cannot accept their loss or are still in the mourning process and cannot find any consolation.

They are strangers

The carers are strangers for me; I can't see them like my own people. Though they help in some point. For example they give a social education that I would not have if I was in my family.(Din 14 B Girls' Home)

Some children have not invested emotionally in the carers, although they have adjusted to the Home's environment.

Most of the time, the reason is that the children are afraid to form attachments with the current carers in order not to minimise their bond with their

parents and their hope to be together again in a better relationship. They believe that a nice helpful environment is the only thing that they need, and not to bond with people who represent the offer of this protection, because the Home is something temporary and essential for the family's current problematic situation. They do not wish to transfer their loyalties and affections from the family.

Although with this statement, not only children's bitterness about the carers' lack of dedication is expressed but also a realistic side of the carers' role is revealed. It seems the latter don't enclose the necessary emotional investment in their role and relationship with children. In case these children would like to require a more intimate relationship they couldn't find it, because carers don't provide it. For that reason they characterize them as strangers or as people who just do their job.

We needed more supervision and understanding from them

There wasn't a bad experience but I would prefer from the pedagogues supervision and understanding of our needs. (L D Boys Home). This statement was expressed by children who have left the Home. Their opinion is proven indication of the way the Home operates, because everything that it offers is tested in children's lives outside it. If the Home were to fulfil its purpose against children's needs, development and preparation of their future life course, this would be demonstrated when the young people begin to rebuild their lives.

Here it is clear that supervision and understanding were missing and children felt this more strongly when they began their lives outside the Home

CONCLUSIONS

ATTACHMENTS

Children are attached to the environment of the Home and they discern parental characteristics in carers and social workers who both provide deep feelings.

“...where existing attachment relationships are damaging the child’s emotional development or have broken down, a new attachment to a permanent alternative family will be needed. (Thomas, 2005, p. 20)

RELATIONSHIP AND FEELING FOR HOME

From the children’s point of view, their relationship with social workers is responsible for their feelings about the Home. The latter has a unique position in their head, that of their “real” home, or it holds second position after the family home.

The Home consists of an environment which offers them “...big help” (An, girl, 16 years old) and for that reason they feel contentment, gratefulness and luckiness. Social workers’ everyday presence is responsible for the creation of these strong feelings, because children are only referred to them for personal issues.

Their appreciation for the Home appears in a livelier manner when children visit the family home and reminisce about the children’s Home. Then, happy and sad feelings alternate.

PARENTAL ROLE OF CARERS

Carers become family and children perceive them to be parental figures due to their responsibilities and duties. Young persons can engage with them, so as to receive everything that the family should provide and, in their case, to fill the emotional gaps which were arose from their omission in their own family.

For this reason, carers possess second place after the parents' position, or they are characterised as good relatives who will bring children up until parents amend their behaviour. Participants seem to invest emotionally in staff who constitute "their people" (Da, girl, 10 years old; Din, girl, 14 years old).

CHARACTERISTICS OF ATTACHMENTS OF RELATIONSHIP

Children place social workers second only to their family and for that reason the relationship is rendered fundamental. They are felt to be like parental figures with whom children have good communication.

Young participants are connected with social workers and detect in them a mother's interest, who wishes the best for her children Their drawings reveal a strong attachment with the maternal figure which inspires assurance, pride and pleasant feelings in general.

When a mutual attachment exists where people experienced secure dependency between one another, independency is born and a freedom to create new healthy and care giving relationships (Smith, Fulcher, Doran, 2013p. 29).

CARERS AND CHILDREN

People who work in Homes may think that “...once attachment unfolds then children are able to forbear transformations and reintegration which drive them to developmental accomplishments. This attachment may influence children positively throughout their lifespan” (Pierce and Pierce, 2007, p.11).

The relationship was believed to be more than close, seeing that it consisted of parental characteristics which children might attribute to social workers. “...therapeutic change will take place only if a close relationship exists exactly because children’s problems began from a close relationship, that with parents (Howe et al., 1999; Howe, 2005, in Lefevre and Luckock, 2008, p.55). This therapeutic change that Howe itemises could be accelerated because these children allow themselves to feel strong, deep and primary feelings.

However in terms of negative statements, social workers and carers should consider that “...the more children’s early experiences of relationships with caregivers are correlated with the latter’s unavailability, uncertainty, and insensitivity to children’s needs, the more negative expectation children will have of new caregiving bonds” (Pierce and Pierce, 2007, p.48).

Some children state that there is no emotional investment in carers, who were called “just ladies” (K, girl, 14 years old), as “employees who just do their job” (Mat, girl, 23 years old) or most acutely as “strangers” (Din, girl, 14 years old).

VALUES

OFFERING AND SUPPORT

Home

It is an intermediate stage

This middle space “breaks” the vicious cycle of abuse–neglect because it gives to children the opportunity to experience different relationships and in this way to think that the abusive parental relationship is not the normal one. Hence, there is no reason to behave in the same way to other people and to their children in future.

It is a good and effective system of upbringing

Part of this effective system of upbringing is ascribed by children to the collaboration between the social workers and the rest of the staff. “Everybody does his/her job and all together constitute an effective function of the Home.”(B15 D Boys’ Home)

It seems that children understand that the adults who are now responsible for them get along with each other. For that reason, they feel safe and happy; on the contrary, when they were with neglectful parents, they kept feeling as if there was a hole under their feet.

Good collaboration and children’s satisfaction in social workers’ work were mentioned by both children and social workers as very important factors of providing an effective system. His roles (SW) is special among the other role because he helps us to get know other staff and collaborates with them to create a

nice environment for us (T11 D Boys' Home). Sometimes I am satisfied and that is when I have a good collaboration with the members of the staff. When we move on the same line of action. (SW1 B Girls' Home).

In addition, a well organised program was characterised by children as a useful factor for teaching them the right way to behave and act, the necessity of which became more obvious when they had to live outside the Home.

Children's Home creates a better bond with parents

Many children mention that their accommodation in Home influenced their relationship with parents positively. One reason was that they were far away from the family's harmful environment.

On the one hand this gives the parents time and space to reconsider their acts against and responsibilities to the children, and on the other hand the children are growing up in a safer place, receiving proper support from it. Many children emphasise this emotional support, and for that reason they eventually become capable of confronting their parents' responsibility to behave with affection towards children.

Children have a good time, good activities and experiences

Most of the children participate in athletic groups. Athletics is an activity which has much usefulness. It exercises the body, but also brings joy, helps relaxation, encourages a good rivalry and inspires an esprit de corps.

Neglected children need all of the above, more so than other children, because uncreative free time encourages inaction, an opportunity for the child to remember again and again his/her situation and fall into depression or despair.

According to social workers, Homes are very organised and they support in every way children for whom participation in sports is very therapeutic. Their motive is to have targets, wishing to produce a good performance, to self-actualise and give the best of themselves in their effort to succeed and believe that they can deserve the best. The social worker is observant, consulting and supportive.

It is peaceful and a safe place to grow up

I was accommodated at the Home 11 years. My best experiences were two: The fact that there wasn't any fuss. We have a peaceful environment to grow up to. Second, it was my relationship with the social worker because we were discussing my problems and everything that bothered me. It was a relief. (H A Girls' Home)

The need for a peaceful environment is an intense one for neglected children. Their homes are characterised by a chaotic style, not only in terms of the home's condition but also in terms of relationships. The peaceful environment was one of the best experiences of children who have left Homes. Some children named the Home as "...a roof to stay under and feel safe" (N15 D Boys' Home) expressing their feelings about the Home in a very precise way.

Furthermore, children who have left Homes mention that "...everything was perfect and they were providing to us almost everything..." (Pe E Boys' Home) This makes them feel secure.

Helps us in our socialisation

The SW is a supporter of our opinions. His role is very important in the Home because if there wasn't in the Home the children wouldn't have someone to help with our socialization (C19 C Boys' Home?). Especially from us, the SWs, they are expecting support, a motivation to move on, a guidance for their socialization and finally consultation. (SW3, A Girls'Home).

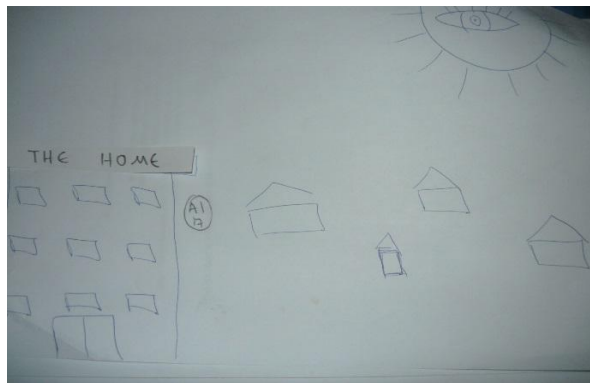
For some children, it is necessary to stay in the Home into their adulthood. In many Homes, these children contribute to the functioning of the Home. It is beneficial for their development to feel that they offer something to the Home once the latter offers an extended stay. On that basis, some of these children look after the youngest, which is very good for their social development, but it is also beneficial for the youngest because they feel as if they are being take care of by older "sisters" and "brothers".

Neglected children may have seen in their inconsistent families' bad social patterns, negative behaviour such as uncontrolled anger, aggressiveness, and insults. Children may think that these kinds of behaviours are the natural way for people to act.

The new environment of the Home tries to show them the right way to act. New carers try being good social models, they help children to grow up and see and feel people's reactions and behaviour as they will in every community. The Home is a small community which ought to prepare children to enter into the large community. Thus children's actions are checked to see whether they are adjusting to social rules and their behaviour is monitored to see if they are socialised.

Intervention or comments about social patterns (by the Home's staff) will show if their behaviour is well adjusted.

Children's drawings reveal that the Home offers to children the ability to see the outside world from inside the Home. Children's communication is connected with the behavioural rules, limitations and prohibitions of the family.



A1, 17 years old, A Girls Home: "My relationship with SW is absolutely important". Through the drawing analysis of the house we can obtain data because about the environment in which the drawer lines. (Keke-Panagopoulou, 2015 p. 134). The windows in the drawing reproduce the child's ability to see the outside world from inside the Home. It is an indication of the child's communication in connection with the behavioural rules, limitations and prohibitions of the family. Many windows suggest openness and desire for environmental contact. (Burns, 1987, p. 188)

Here, the windows are open, which means the child is opening to the world without fear (Crotti and Magni, 2003, p.140). The other smaller homes must be previously built homes that are positioned besides the main building after the strong earthquake in Athens in 1999. The sun is an element which its existence is coincided with child's emotion warmth, vitality, the straight and mood for action

(Kakisi-Panagopoulou, 1994, p.153). Over all this, there is the sun with a huge eye. This is a father figure who watches and protects with extra caution when he sees everything from his position with good sight.

The above points have been established by speaking to children who have left Homes and most of them claim that they were ready to leave the Home.

We have opportunities for education and the future

Most students in Greece attend tutorial school, especially students who are getting ready for entry to universities. Homes cover the expenses of tutorial school, which is very thoughtful; it not only improves the children's future and their progress but also means they have intense affection for the Home.

Some children attend evening school, which means those who work or had not finished regular school when they were of school age. Their programme begins at 7:15pm and ends at 10:30pm. The only difference is that it takes one year longer than regular high school.

Due to neglect, children may not have been able to finish school and their education remained insufficient. Entering in the Home everything changes and children make a new beginning and try to regain almost everything they have lost. One of these is their education. Children make the effort to study and obtain qualifications because their parents couldn't give them the opportunity and inspiration to do so.

In Homes, there are children over the age of 18 years who live there. Most of them are working and they also go to school. This is another example in which

the children's struggle to get up, continue, and recover their self-image can be seen; the Home stands as an essential help on their side in this effort. In some Homes, this need was met in a contemporary way in the Home's programme, in education and in taking up children's free time, such as PCs used by children on an everyday basis.

Social workers' role

They are mediators/bridge between the Home and the family and between staff and children

I believe that the children see my role as a bridge between them and their parents.(SW D Boys' Home)...the children know that the problems which they face with their parents which the most of the times are huge, they will be discussed with us. And they do that often I think that we represent a bridge between them and their family.(SW1 E Boys Home)

One of the disadvantages of the neglectful family is lack of communication. Neglectful parents are incapable of being in contact with children. "These children spend a lot of time in isolation, away from normal family interactions, and this does not promote communication and development of interpersonal behaviour" (Iwaniec, 1995).

For children, social workers are mediators who have the ability to communicate and use this ability to bring them into contact with their parents and help them to deal with their feelings and the relationship.

Neglected children have experienced lack of adults' ability to play the role of responsible parents, who keep themselves and their children in order. Now that they are accommodated in Homes, the carers are strangers who are called to play the adults' role in the process of children's development.

Children may see parents' mistakes while in the presence of carers and for that reason they may have an outburst at them as if doing so to their parents. They would like to do this to the real perpetrators (their parents) but they do not have them close; also, they do not cease their feelings for them, so this would be too painful.

Social workers come to balance out the children's differences, and according to children's statements they pacify situations and find solutions through discussion and their everyday presence in the Home. In terms of the other staff the SW is a mediator who illustrates the situation (Da 10 A Girls' Home). "...SW is a mediator who tries to make the things better (M 9,5 A Girls' Home). Social workers mention that they represent an important middle space between the children's home and the rest of their lives.

They are there for everyday problems and personal issues

Children declare that they discuss with social workers general things and everyday news, showing on the one hand their need for conversation, and on the other hand that contact with social worker fulfils that need.

Deprivation of things that every family should provide to children, such as how they use their judgement, is responsible for these children's lack of thinking. Social workers mobilise children in the process of thinking, which constitutes an

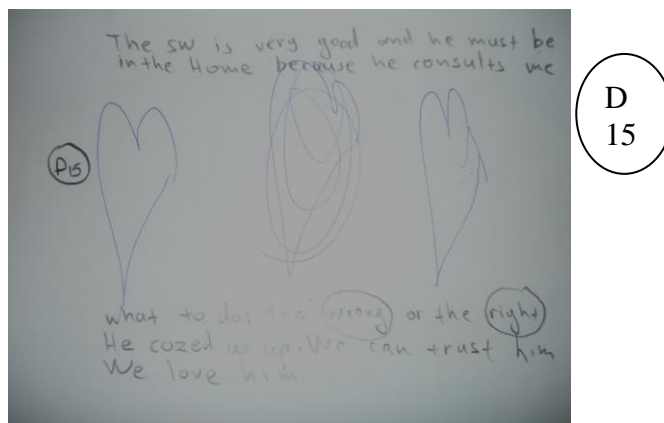
important social resource. It was also mentioned that children learn how to be aware through the contact with social workers.

My relationship with the SW is very important because due to it I grew up and learnt how I should see myself and the world. I also learn many things about how I should be stand on my feet when I will leave from here. (D 18 B Girls' Home)

They guide and consult us

The loss of consistency in the family leaves children in a chaotic condition without having a life compass to show them how to move on. Children in the Home said that they had found persons who could guide them. Their guardians are social workers because of their knowledge on human behaviour and that makes their guidance more fundamental than that of the children's parents.

Furthermore, children mentioned that social workers help them to learn things that they did not know.



My relationship with him is absolutely important (C Boys' Home)

“The SW is very good and he must be in the Home because he consults me what to do: the wrong or the right. He cosies us up. We can trust him. We love him. The two hearts and the words of D reveal that his relationship with the SW is devotional. With the circles around the words wrong and right he shows that D has a big need for guidance and the SW is the person in the Home who provides it. Exactly the same offer of the SW about the distinction of the wrong from the right was met in E from A Girls Home.

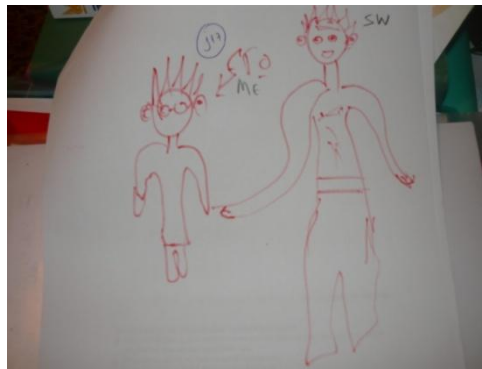
Neglected children who enter the Home make a new beginning. Everything is changed for them and they have a new status; but their need for learning still remains and, for them, is carried out by social workers.

Children’s relationship with social workers is dignified by the fact that social workers inspire them and guide them so as to fulfil the need to move on and learn. The SW has a special role in the Home because he is like a guardian for us and we talk a lot with him.(Ch 11 C Boys’ Home) Yes my relationship with the SW plays a role because she consults me and guides me to follow studies that are best for me.(E 18, A Girls’ Home). Social workers are “...like guardians” to children and that underlines neglected children’s need to have someone to show the way, to collaborate with persons who surround them and encourage them to move on.

They help us in our socialisation

Children ascribe meaningfulness and importance to their relationship with social workers because they help children to socialise. “If they weren’t in the Home, children wouldn’t have someone to help them in their socialization”.

Social workers play a consulting role on the issue of social relationships, which is crucial for children who grew up in Homes, because it is very important “...for deprived children to learn to recognize and cope with these dangers” (Ford, 1955, p.107).



J
17

Two persons holding by their hands. The child is without mouth which means that he has emotional incompleteness, inability or difficulty to communicate with others and it also expresses the need to be fed amply. (Crotti, Magni, 2003, p.100, 101)(Burns, 2009, p. 196)(Wimmer, 2014, p.184). The big shoulders of the SW show emotional exuberant and a character who is open to compromise.(Kounenou, www.eduportal.gr). The red colour may be a sign of liveliness, warmth and enthusiasm but it can be also a cry for help (Foks-Appelman, 2012, p. 144). The SW holds him by the hand which may mean that he is the one that now feeds him.

This “social supply” seems to help children who have left Homes because they claim that they felt able to stand on their own feet. No matter how little help is offered, for these children, it may contribute a lot to their lives because it completes their social foundations piece by piece and minimises the gaps in socialisation which results in better adjustment and social behaviour.

The fact that despite how old some children are, they lack elementary social education creates a great impression on the social workers. The latter are called to “show the way”; they put it in this nice turn of phrase, and have worked out that the best time for this to take place is the meeting with children and their conversation about friends. It is indeed a good opportunity and the perfect time for the process of acquiring the correct social skills and behaviour. It is not forced by social workers and is welcomed very naturally by children because it is based on specific examples that the children have experienced.

Neglected children are characterised by defeatism and negativism regarding their abilities. Parents who are supposed to motivate and inspire them have not only failed to do so but they may, indeed, have done the opposite, decreased children’s confidence to progress and attain success. They may emotionally abuse them by saying that they do not deserve anything.

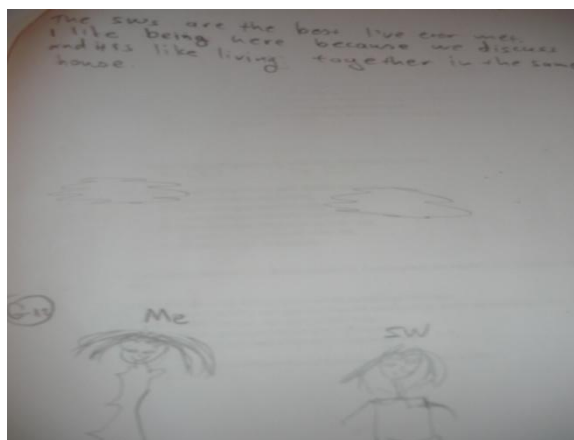
Progress at school plays an important role in children’s’ lives. Social workers encourage children to “try harder and never give up”. Children found in their relationship with social workers a vital piece of their self-completeness, not only for their life in the Home but also for their future.

To our adjustment

Here children noticed that one responsibility of the social workers was an explanation of every member of staff’s role. They saw that they collaborated effectively with each other and that the creation of a pleasant environment was owed to this collaboration. Social workers statements’ advocate this, after seeing positive results when they and the Home’s staff tackle children’s efforts to adjust

and handle their problems together. Neglected children need more than any children to see people who take part in their upbringing taking a single, consistent line when raising them.

Some children elaborated that they needed social workers' help more at the beginning. After feeling "the roof" to be safe and managing to adjust, they needed support less, and felt themselves ready to move on.



G
12

Though the clouds over their heads could mean that there are a lot over their head to solve out. "Anxiety is something "hanging over one's head"(Burns, 2009 p.149). Furthermore, the small figures that were drawn near the lower edge express inadequacy, and insecurity (DiLeo, 1983, p. 13) G may like to say that the things that the SW and she have to deal with in the new environment are many.

Neglectful homes are portrayed as non-organised homes. It seems that, in the Home, children found a home with the opposite style, and the social workers have a prominent role in this organisation. Children connected social workers role with the "order of things in the Home".

To my leaving

Children who have left Homes state that the social workers' role was very crucial in the preparations to leave the Home because they were encouraging them to study in order to obtain qualifications. They inspired children to believe that these qualifications comprised the foundations of their goals' fulfilment and reinforced their feelings of assuredness.

In addition, children received social workers' help in their preparation through discussing what they should be cautious of outside the Home's life. In particular, social workers gave them a picture of the outside world and remind them that persons who might be around them would not necessarily be good and may harm them.

Experience influenced interpersonal contacts positively

Most of the social workers mentioned that their experience influenced interpersonal contact with children positively. Specifically, their ability to listen, see and understand the way that children thought were increased; they became more patient and obtained more sensitivity in terms of children's emotions. It seems that social workers used this sensitivity to discover children's needs and then channelled their love and affection towards children's complement of needs.

Experience and extended knowledge helped social workers to readjust in their methods of handling of situation in Home and children's emotions. It seems that this produced good results and its effectiveness can be seen in the

improvement of the children's social functioning in Homes. Experience played a role in a better method of approach and in making distinctions proportionate to children's ages in communication codes.

Homes' function and programme sometimes undermine this factor of distinguishing of needs and methods of handling matters proportionate to the age and personality of every child, because everything is common, everything is shared, let alone when Homes are large units with many children.

Carers

Children are satisfied with carers' role; they help them to adjust to the new environment. Particularly, they mention the carers' pleasant way of treating them, especially concerning their family issues, due to which the children are safer and for that reason they may have difficulty in handling their behaviour.

Children who have left add that carers have an important role in their preparations for leaving the Home and they believe that they help a lot.

AFFECTIVITY

The Home

Living here creates pleasant feelings

A feeling of relief is created in children from the fact that the Home constitutes a peaceful environment to grow up where children find persons to talk with, communicate, trust, share things and finally to receive support. From children's drawings, it is apparent that there is a high level of protection in the

Home and for that reason children feel safe in the Home's environment, which is playful.



F
10

F, 10 years old, A Girls Home: “My relationship with SW is absolutely important”. We can see what is happening in the Home. The door is opened and a child peeks outside, smiling. The SW and the child are together inside smiling. The sun is big and is smiling and looking at the Home. The sun usually symbolises a father figure and in this case, as a wider interpretation, it could be said that there is protection over the Home at a high level, and for that reason children feel safe. The child who is peeking may be the spirit of F, in order to show the playful environment of the Home. The sun as a surrounding of the home usually symbolizes warmth and safety, a personifying laughing sun and cheerfully shines as in the drawing above gives a positive aura. (Foks-Appelman, 2012, p. 100, 101).

Furthermore, from the same data it can be seen that their feelings about the Home may be sensitivity, purity, beauty and simplicity. An increase of these feelings makes children characterise the Home as a second home; in this way their successful emotional adjustment is shown.

Social workers' role

They create feelings of trust and security

Neglected children experienced family's inability to fulfil their need for trust and security. It seems that, in the Home, social workers participate very efficiently in fulfilling children's need for security.

It is like living with social worker in the same home

“The SWs are the best I ever met. I like being here because we discuss and it is like living together in the same home.” My relationship with the SW is important enough. (G12 B Girls' Home). Children value their relationship with the social worker in the same home, which could mean that the two parts are quite close, they are spending a lot of time together, that the relationship is dear to them, and it is probably felt to be maternal.

Social workers chose to work at Home due their love for children

It is very positive that nine out of ten social workers chose to work in Homes with a criterion of having love for children. The latter make work in Homes, which are, in any case, a difficult and complex setting for social workers, and not only more efficient for children and less difficult for social workers.

NEGATIVE FINDINGS

The Home

There was not good organisation

This opinion was reported by children who have left Homes, although some, contradicted themselves, saying that they received help. Usually young people who have left they have a clearer point of view when they are out of the Home but when they were living in Homes they did not appreciate, may have opposed and aggravated the staff because they were under pressure.

Social workers claimed that other specialists' intervention delay was a disadvantage to deal with problems that manifested themselves. They also suggest that this impacted the effectiveness of problem management negatively.

Some children claimed that the fact that they could not see their parents often to be part of a badly organised system. In some cases, the frequency of child–parent contact is not set by the Home but by other services, like the district attorney's office; children cannot comprehend this because they see the Home as the last level in this process and for that reason they blame it.

Moreover, they are overwhelmed with their desire to see their parents and they refuse to see the reality of hurt (because it is too painful) which underlines the whole situation of their family.

There was a strict programme

People who work in Greek Homes may not have proper education and training for bringing up children, and most importantly, for the handling of

neglected and abused children. For that reason, the system of discipline used may not be proper or suitable.

On the other hand, neglected children misunderstand any form of discipline, whether it is fair or not, because parents may not have had any order in the home, and for that reason such children may not accept any limits and the consequences of crossing them.

Or the opposite may occur; children may think in this way because their parents may have been too punitive and now children see every effort the Home's staff make in bringing them up as a strict punishment similarly to what they had experienced in their family homes.

I needed a better leaving plan

Although all children who have left Homes claimed that social workers helped them with leaving, three of them mentioned, as a negative point, that they needed a better leaving plan.

Emotional support was the first thing that they needed, but they also needed financial support in order to "...spread their wings". The same children expressed their feelings of loneliness in an unequal struggle in their lives outside the Home. "I hadn't anyone to support me, you know, a friend to talk to"; "...we are alone over here" (G E Boys' Home)

Feelings of loneliness may be a natural effect after leaving the Home, where so many people were sharing everything, but it may be also a failure of the system of preparing children for a life outside the Home.

Social workers' role

They did not help me on my leaving

Children expressed their bitterness by saying that "...nobody helped them in preparation for leaving" and they highlight how great a disadvantage is the lack of emotional support for a successful adjustment to life outside the Home.

They changed their position very often

Children who have left Homes mention the problem of the instability of social workers' positions and how this influenced them negatively, especially in their preparation for leaving the Home.

A low salary is one of the reasons which force social workers to look for something better. Another reason is an overload of work, with many responsibilities that social workers have to undertake due their small numbers. This creates frustration in social workers and an obstacle to the ease of children to experience different behaviour in adults than that of their parents.

Experience did not play any role in contact with children

Some social workers stated that they had more than ten years' experience in the field and this might be the reason that they could not see any limitations in their work. The weight of experience of so many years makes their way of working develop very naturally, without any thinking or effort to find the reasons and sources for actions. Thus, the influence of their experience may be so assimilated in their actions that it is no longer apparent.

Social workers work in a Home because they did not have a choice

This point of view is not new in the Greek reality. Many social workers accept work in positions not because they chose them but because they are an opportunity to work, since there is great unemployment in the social work field. This may mean that they face a duty for which they were not prepared. It may also cause an unwillingness to work, disposing of the best social workers.

Due to the overloaded programme I do not have time to see children

Six out of ten social workers mentioned that their programme was overloaded and for that reason there are days that they could not see the children. The main reason that was presented was the increased responsibilities and duties of social workers, and at the same time the small number of social workers who work in Homes. The poor organisation of Homes and social workers' inability to act differently were other reasons mentioned. Children complain about this through discussion with social workers.

CONCLUSIONS

VALUES

The Home is an intermediate stage in children's lives where they feel safe and have opportunities to learn, accomplish things and move on. A special part in this has been taken by social workers, who are connected with the balance, order and successful adjustment of children and preparation for leaving the Home.

HOME AS INTERMEDIATE STAGE

The Home become an intermediate stage which positively influences children's relationship with their parents, which improves during their stay in a Home; it is an experience of a new and better system of upbringing where good collaboration between "everybody"(B, boy, 15 years old) constitutes the effective functioning of the Home. In its environment, children are helped to regain almost everything they have lost, such as education.

SAFETY

The home's environment is characterised as a "roof to stay and feel safe" (N, boy, 15 years old) to grow up. Children have good time there, may participate in various activities, and have the new experience of living in a calm environment. Their drawings confirm this, once the environment with a high level of protection and playfulness is revealed. A sense of safety stems from appropriate relationships; relational trust is a foundation of healing, it enables children in care to develop a sense of belonging, a feeling of safety, and assurance. (Smith, Fulcher, Doran, 2013, p. 33)

LEARNING TO COMMUNICATE

Feelings of sensitivity, purity and beauty of the Home are very clearly presented. Children learn how to correspond with types of behaviour which include rules, limitations and prohibitions. This was established also by young persons who have left Homes. Participants report that the Home contributes to their social adjustment and renders opportunity to see the outside world from an “inside” world, that of the Home.

SOCIAL WORKERS AND VALUES

INTERVENTION

Social workers are mediators who “...sort things out” (K, 14; E, 18; M, 9.5; K, 11.5; Kat, 16; G, 12, girls; Dm, 15; Din, 14, boys). Using knowledge they mediate between the family and the Home, between staff and children. They work on children’s desires, bringing balance to differences, pacify heated situations and find solutions.

ADJUSTMENT

The relationship between social workers and children relationship plays a role in the latter’s adjustment and in handling problems. Young participants bond in the same Home. “It is like living with the social worker in one’s own home” (G, girl, 12 years old). Children connect social workers’ role with “...the order of things in the Home” (T, boy, 12 years old). They are the centre of the Home.

PREPARATION FOR LEAVING

Young persons found, in their relationship with social workers, a vital piece of themselves, not only for their life in the Home but also for the future. This happens because social workers are conducive to discovery of their gifts. Through the Home's program and social workers' inspiration, young persons obtain advantages for their endeavour to enter into a creative life.

SOCIAL WORKERS' EXPERIENCE

Most social workers mention that their experience influences their interpersonal contact with children positively. Specifically, they become more efficient in their ability to listen, see, and understand children's way of thinking; they become more patient, sensitive to children's needs and finally improve their methods of offer, approach and making distinctions in communication.

All these increased their knowledge of handling and effectiveness which brought forth better results. Nine out of ten of social workers chose their positions in Homes on the criterion of giving love to children.

STAFF SKILLS AND UNITY

Some children mentioned that on the subject of bad organisation in the Home, there were unskilled carers, and there was a lack of the "same line of staff members' actions" or consistency of approach (SW1, B Girls Home).

Nevertheless, children distinguished social workers' role with that of other members of staff. Making a comparison, children concluded that the social

workers were more supportive and helpful, showing more interest and real care than other members of staff.

Young persons who have left Homes complained about carers that they needed more supervision and understanding by them. That deficiency became more obvious when they had to face the reality and problems of life outside the Home.

Carers are unskilled

Social workers draw attention to the fact about Greek Homes, where carers do not have quite enough knowledge about handling specific children's behaviour and everything is based on "goodwill". Only in some Homes, education is provided to the carers so as to learn how to handle children in the best way.

Social workers mentioned that this education should include, among other things, the idea of good collaboration between staff, and the necessity of the "...same course of action" by different staff members in children's upbringing.

HOME'S PROGRAMME

Children also added that they did not like the strict programme and children who have left is that they could not see their parents often.

Social workers mentioned as some of the disadvantages of the Home's organisation, the overloaded programme, low salary, and delay in specialist intervention.

SOCIAL WORKERS' AVAILABLE TIME

Other children were not satisfied with the time that social workers dedicated to them. They would like them to play more, have more exclusive time and require more innovative actions. "Relationships developed around shared activities are often more powerful and helpful than those based around more formalized interventions with children" (Smith, Fulcher, Doran, 2013, p. 102)

Winter reports that some of the factors that jeopardize the meaningfulness of children's and social workers' relationship are the latter's lack of time, due to overloaded tasks, knowledge and training on children's and their development, practical tools which will help to communicate and be engaged with children. (Winter, 2011, p. 39, 69, 71, 137)

LACK OF EFFECTIVE PREPARATION FOR LEAVING

Young persons who have left also claimed that they needed a better plan for leaving the Home, especially on the emotional level. Some of them also claimed that due to this, they were not ready to leave the Home and stand on their own feet.

HOME AND FEELINGS

Other children exclude social workers when they talk about their feelings about the Home, but they may contradict themselves when they also state that due to the social workers' everyday presence children gain confidence and experience pleasant feelings about the Home.

Children declare clearly their needs in terms of the Home's role and its function. They desire time and space to be healed, understanding and supervision. They wish the Home to represent an organised place of safety and protection which will offer and deliver opportunities and support.

They prefer residential workers to be there for them with dedication, commitment, respect and readiness to form attachments. These specific statements may be leading indications for people who work in and/or run Homes. . The role of the social worker is not simply to facilitate the provision of services and settings to meet children's material needs, but it is also to act as an emotional support and resource, providing a source of reassurance and stability, in contrast to a history of fragmented and uncertain relationships.

Moreover, a prominent fact 'for improving quality of care'(Gibbs and Sinclair, 1998, p.251), is that of social workers' body of experience and knowledge, which, according to their statements, influences their attribution positively, and constitute factors that children may count on.

DISCUSSION

Neglect can be the cause of much damage in entire aspects of children's development. Many of them are removed from their families and end up in Children's Home.

The aim of this research was to find out if the relationship between social worker and neglected child influences children's aspects of development, their life and their adjustment in the Homes, their relationship with parents and their general ability to be engaged with others.

In addition to bring on the surface what the social workers represent in children's life in the Home and after it. How important is that role which is its dynamic and if that could be a useful tool in social workers disposal.

The social workers- worth being trusted-exemplify adult figures who offer solid social patterns of behavior. That trust, which children mentioned many times, is the reason that they are not afraid to share almost everything, and allow themselves to rely on social workers' advice, about life in the Home, personal issues, school progress, future, and social contacts.

Werner (2000) highlights nurturance and trust as highly protective factors -especially for children in school years age (Werner in Kendrick, 2008, p. 62)

Another study showed that "...wherever relationships between children in care and their social workers worked, they have been very significant for the children concerned. (Winter, 2009). The same author mentions results of studies in which young people revealed that their relationship with the social workers had

been positively influencing only when it was entrenched with trust. (Winter, p. 35, 2011)

In the present study research the relationship with the social workers offers to children confidence and freedom and authentic guidance to gain a better self-orientation, to learn about the world, to obtain a strong feeling of involvement in it, a certainty so to stand on their feet and become socialized

According to Smith children develop an upright character when the adults who surround them represent fair role models who will provide ethical feedback. (Smith, Fulcher, Doran, 2013, p. 114) . The same source quotes: “The experience of children in residential care needs to emphasize their need for meaningful and appropriately dependent relationships as a platform from which they might gradually assume greater independence” (Smith, 2009, p. 149)

Children in Homes struggle to study and obtain qualifications. According to Kendrick: “A number of studies have found that social workers are not actively involved with schools, nor do they have a keen interest in the children’s education” Children’s failed educational performance will extend its implications beyond schooling to determine their level of participation in other stages of their life. (Kendrick, 2008, p. 25, 30)

Social workers in the present study being there put in support all the time, and that makes them special from children point of view. Their constant intervention and their discreet representation of children’s interests in school make children feel less inferior, more secure and valuable.

“Learning to enjoy and achieve begins through relationships that matter, and where enjoyment and achievement are not rigid expectations but a natural consequence of these relationships.” (Smith, Fulcher, Doran, 2013, p.81)

The relationship we have considered is also meaningful because it is caring for children’s health and progress. This care is real, constant, profound, personal, proved through social workers’ actions of showing concern and commitment; the social workers wait from them and that amplifies children’s effort to achieve goals. A helping relationship represents a human understanding, a personal bond, a reciprocal trust; the helping is profoundly given only when the specialist feels accurately the person’s problems (Folgheraiter, 2004, p.40, 97)

Cocker and Allain mention that for young people looked after, care history and pathways have a significant impact on their long-term well-being” (Cocker, Allain, 2008, p. 190). In our case, social workers’ relationship children provides richly happiness, joy and nice feelings, the time they spend together is named “...our time” The social workers have been there for them in hard times and helped them to stand up to their problems.

“It is helpful for troubled children to see that life can be joyful, that pleasure in simple things can be spontaneous, and that human beings can take delight in being in the world” (Cairns, 2002, p. 151). “Good times ...have a number of positive consequences; they demonstrate to the young people that enjoyable times can be had with adults (Whitaker, Archer, Hicks, 1998, p. 68)

Social workers by being good listeners and giving answers to young people’s distressing “whys” and “hows” of their adverse experiences , help them

to overcome difficulties. A healing process takes place that makes children smile and feel proud. "...listening to children is critical for children's sense of self-efficacy concerning their own lives. It is also necessary part of social workers making decisions and planning effectively for children."(Cocker, Allain, 2008, p. 114)

Another research study has shown that true listening to disaffected young people requires time, so that a trusting relationship can be developed. (McLeod, 2007)

In terms of the Home young participants reveal that it holds a position of a real home or a second position after their family home. For the above their relationship with the social workers is primarily responsible; and this is connected with the order, balance, and children's advanced sense of belonging and successful adjustment in the Home

The everyday presence of social workers in the Home and the good collaboration between the staff are the reasons that the Home is felt by children as an intermediate stage where they can regain almost everything.

For children the Home is a calm environment with purity and beauty, a safe roof where they have opportunities and activities, but also it is a place where types of behavior like limitation and prohibitions are adhered. All of them contribute to see the outside world and learn how to act in it.

"A containing relationship or environment enables people to feel safe, understood, respected and positive challenged. It is not too tight or constraining, and it is not loose or overly indulgent" (Emond, Steckley, Roesch-Marcsh, 2016,

p. 64). Other studies have shown the same “When positive values domain then case studies indicated that the children had strengths”(Daniel, 2005)

Concerning the family, children experience a relationship which represents opposite characterizes from neglect. Through the sharing and the discussion with the social workers, children receive constant guidance, support, and consultation so to deal with painful feelings which are decreased. They are also provided with strength and hope to struggle with the hard reality and comfort at the mourning process.

In other research residents revealed what type of help were received in the Homes; the highest positive percentage was given to the help on trouble that have troubled them in the past (50, 7%) with second on personal problems (48, 2%). The negative percentage was given on the planning the future (64, 4%) with second looking after myself (59%) (Sinclair and, Gibbs, 1998, p. 188)

The children lean on social workers’ support and advice and for that reason their nervousness and uneasy moments and painful feelings at the meeting with parents are diminished Research has also revealed that children would like to rely on the social worker on who they are waiting to speak up for their views and concerns (Morgan, 2006, p. 10)

“The emotional content of communication and relationships-both verbal and non-verbal-can teach the child about their own and others feelings and caring relationships can model emotional connectedness, care and empathy” (Foley and Leverett, 2008, p. 17)

What do the social workers represent for children in Home?

They are bridges which connected the children with their family so not to be estranged; good personalities with whom the child begins a new life; allies, who help to confront young people problems.

According to Luckock and Lefevre children need trusted social workers with personal and professional confidence which inspire alliances with children in the work with them and so to organize and manage their pathways through care and childhood (Luckock, Lefevre, 2008, p. 5)

Young participants are impressed by social workers' knowledge and commitment. In other research young people have revealed that a good social worker is specialist who acts on the child's concern and taking action on time (Morgan, 2006, p.7). Similarly social workers are characterized in the same way by other young respondent: "when the relationship was positive, the social worker was seen as a strong ally and was even identified as a significant person in the child's life (Munro 2001; Bell 2002; McLeod 2010).

Social workers represent a fundamental and reliable source of courage which is constituted by confidentiality and a sense of freedom (children receive support offered in a friendly way)

On the contrary in research conducted by Munro in 2001, the looked after children who participated, mentioned that their relationship with social workers lacked a sense of confidentiality (Munro, 2001)

Another representation for social workers is that he/she is mentor, who can be present the children, who gives solutions who has knowledge and speak to children with simplicity, honesty and deepness, using words that they can

understand. Another research study has shown that children prefer a social worker who treats them as individual persons and speak to them in language that they can understand. (Morgan, 2006, p. 9-10)

In research conducted by Berridge and Brodie,(2010) young people valued staff sensitivity and listening skills; being able to share a joke with staff; relationships that resembled family relationships; and staff being reliable (Berridge and Brodie, p. 81, 2010)

Social workers are illustrated as parental figures, with good communication's skills and quasi-parental interest from where children derive reassurance. "Knowing children that are heard and accepted is part of what makes them feel secure and reassured" (Foley, Leverett, 2008, p.48). After their research Berridge and Brodie, (2010) comment that reliable, caring adults in children's lives is a vital precondition for effective care (Berridge and Brodie, p. 81, 2010)

One of the key aspects that underpins prospective resilience in neglected children is the presence of supportive parenting that promotes secure attachments (Luthar 2003)

The social workers we have considered are mediators who sort the things out between family and children, children and staff. Meanwhile working on children's desires they bring balance to differences, pacify heated situations

Other research has also indicated what people valued in social worker: Personal ability to communicate, attention to details and openness, friendliness, reliability, responsiveness to feelings, a demonstration of care and concern (Ruch, Turney, Ward, p. 200, 2010)

They are a strong anchor to whom opinion is given credit by young people because they help them to overcome difficulties even after leaving the Home; precious highly important people because they try hard for the children and have expectation from them. That creates to the latter a willingness to try harder and change for the better

One study showed that “the belief in the possibility of change is perhaps that basis of a strong relationship between social workers and service users (Ruch, Turney, Ward, p. 205, 2010). A similar position is expressed by Jacksons et al, (2005), after research on what helped young people with their successful transition from residential care to outside of it. That was a form of at least one adult special relationship in there (Jacksons, Smith, 2009, p. 119). From another research was found that a chance of success for any intervention or prevention is a strong positive relationship (Smith, 2009, p. 121)

What has been disclosed about the relationship?

Gilligan notices “...valuable foundations in a practice with neglect is “a secure base, self esteem and self-efficacy (Gilligan 1997).

This relationship is a source of faith, recognizing individuality and satisfaction, discovering and retrieving their self-esteem “Gilligan (1998, p.90), explains that one of the three blocks of resilience is a sense of self-efficacy and there are many opportunities where child welfare professionals can consciously help young people in care to develop it...”(Gilligan, in Luckock, Lefevre, 2008, p.195)

Furthermore, the relationship is a protecting shield, free from risks and reflects warmth in children's lives where they feel safer and experience positively their tentative steps forward, it signifies a different picture which includes care, and appreciation. Basic requirements always of people in need are warmth, trust empathy and sensitivity, real human engagement. (Thomas, 2005, p. 28, 32)

Kendrick suggests that if the target for looked after children is their self-belief and well-being we have to emphasize the role of positive relationships (Kendrick, 2008, p. 72). Participants in the same study found in their relationship with the social workers a vital piece of themselves, conducive to discovery of their gifts and inspiration to enter into a creative life.

Sinclair and Gibbs send a message after completing their research: "...adults should listen harder, pay attention to those things which trouble the young people, and recognize and encourage those activities in which they take a justifiable pride" (Sinclair and Gibbs, 1998, p. 254)

Social workers' presence creates calmness and peace to children for just standing near to them; this is why if they leave they are going to be missed Most of the participants endorsed the quality but not the duration of their relationship with the social workers. One of the negative parts of the looked after system which revealed in research was the frequent changes in social workers' positions (Munro, 2001)

There were participants in the present study who view the role of social worker differently. They declare that the social worker did not play any role in

their relationship with their parents, that they are mature enough to ask for help and that social workers do not represents anything in their lives.

Ruch suggests that when unreliable relationships and experiences of hostile parental figures took place in persons' early life, it may set templates for the current interaction and make it difficult for these persons to cope and sustain positive interdependent relationships. (Ruch, Turney and Ward, 2010, p. 34)

Although the same offer somewhat contradict saying that they reap the rewards of the social workers' offer. These children clearly state their preference of being connected with adults. They like responsible and professional, rather than personal, contact, emphasizing the practical help provided rather than the emotional support which other children seem to value.

It should be put under consideration that some children trust specialists' qualifications and for that reason they clearly prefer being connected with adults in a professional rather than a personal way; some of them do mention that social workers made things worse for them.

Special attention should be given to children's negative statements.

Schofield suggests that "...these children find it hard to accept care and availability by new persons. One of the reasons is that previous requests for help for their survival made them highly resistant" (Schofield in Lefevreand Luckock, 2008, pp.47, 49), and conflict in their feelings and attachments are revealed.

Social workers are these "new persons" who may become "...the human face of difficult decisions and discontinuities" (Smallbone, in Lefevre and

Luckock, 2008, p. 59); a “new person” who children may afraid to get closer to in case they lose them due to the instability of their positions.

Thus, specialists and carers in Homes should keep in mind that “...relationship-building is complex and crucial practice which needs time, insight, and patience from both sides but mostly from social workers” (Byford, Gibbs, Hicks and Weatherly, 2007, p. 106) in order for children to deal with their loss and mourning.

In addition, residential workers need to search for the reasons that children and young people are expressed by negative about them or the Home. It may be an indication of workers’ failed behavior and handling, omissions or the program’s dysfunction, and by this way a chance to make changes can be identified.

In addition few of the participants spoke about the role of the carers without any emotional investment. Smith suggests “the better care workers know themselves the closer they can become to the children they work with and the closer they can become the more productive any relationship will be.”

He also adds that the staff needs to have flexibility as to continually reflect on what is going on in a situation. That requests an organizational culture where staff can be supported and supervised so to recognize the complex and demanding nature of the job. (Smith, 2009, p. 135)

Social workers and carers should consider that “...the more children’s early experiences of relationships with caregivers are correlated with the latter’s unavailability, uncertainty, and insensitivity to children’s needs, the more negative

expectation children will have of new caregiving bonds” (Pierce and Pierce, 2007, p.48).

Furthermore some children complained about carers saying that they are unskilled and they offer very sparing supervision, and they could not understand them.

Howe mentions the statements repeatedly expressed by service users are suggesting that “a key ingredient of successful help and effective treatment is the quality of the professional relationship. Practitioners who possess emotional intelligence are most likely to create the most therapeutically positive relationship environments” (Howe, 2008, p. 180)

Children and young people want to see the employees as people who are close to them and who represent a sense of safety and intimacy.
(Törrönen,2005)

According to Cameron and Maginn key factors for a model of practice which will provide to children in care nurturing supporting and valuing environment are: a model with a strong psychological knowledge base; benevolent carers who were keen to improve their professional knowledge and skills in supporting ‘difficult’ children; strong and committed leadership (Cameron and Maginn, 2009, p. 114)

Some of the young participants who left the Homes observe that they needed a better plan of leaving especially on the emotional level. Stein in a study about young leavers among other suggests opportunities should be provided to them for more gradual transitions from care that are more akin to normative

transitions; and an ongoing support (Stein, 2006). “On leaving care, you need practical information and assistance, someone checking up on how you are doing, and still being there in the background to help and support you if you need any assistance.”(Morgan, 2006, p. 21)

After their research Berridge and Brodie suggest that residential staff and social workers, as corporate parents (Bullock et al., 2006), need to encourage and create the opportunities that middle class parents would generate for their children. (Berridge and Brodie, p. 93, 2010)

According to one survey founded out that “... social workers clearly have a crucial role to play in assisting young people through the difficult transition to adulthood. Many of these young people, unable to return to the family home, are dependent on the help of professional carers both to equip them with the practical skills they will need to manage as independent adults but also, and more crucially, to provide them with a secure support base while they explore the emotional and relational dimensions of psycho-social transition.” (Biehal, et al, 1994)

Sinclair and Gibbs mention that one of the criteria that residential homes should be evaluated on is their capacity to provide a realistic preparation for living independently in the community. (Sinclair, Gibbs, 1998, p. 25)

As well as this issue in terms of the Home it was mentioned that there was a lack of good organization, and inconsistency of staff members’ actions, or for some that they have a strict program. Social workers had concerns about their overloaded program, low salary and delay in specialists’ intervention. Research

has found that children acknowledge the fact that the social workers have an overloaded program, bad wages and a lot of stress (Morgan, 2006, p.11)

Winter reports that some of the factors that jeopardize the meaningfulness of children's and social workers' relationship are the latter's lack of: time, due to overloaded tasks, knowledge and training on children's and their development, practical tools which will help to communicate and be engaged with children.(Winter, 2011, p. 39,69, 71,137)

Some children especially the youngest expressed their desire for more available time with social workers. "Relationships developed around shared activities are often more powerful and helpful than those based around more formalized interventions with children" (Smith, Fulcher, Doran, 2013, p. 102). "Shared involvement in activities provides a powerful conduit through which children and adults might experience one another in different ways and is implicated in developing resilience" (Gilligan, 2005, in Smith, 2009, p.116)

Other children exclude the social workers' role when they talk about their feelings about the Home, but they contradict themselves when they also state that due to the social workers' everyday presence children gain confidence and experience pleasant feelings about the Home. As we have seen, for some children the expectation is that social workers are the source of practical rather than emotional help

Social workers need to consider these contradictions and their reasons in order to correct or change the ways of communication and intervention. "The most powerful communication programming comes from the everyday communications

that we experience in childhood primarily those delivered by and shared with our immediate family. Such communication shows us ways to deepen relationships, to manage conflict and disagreement as well as demonstrate tenderness and intimacy. They tell us what information we are permitted to tell others and what should be hidden” (Emond, Steckley, Autumn, Roesch-Marcsh, 2016, p. 152)

Children declare clearly their needs in terms of the Home’s role and its function. They desire time and space to be healed, understanding and supervision. They wish the Home to represent an organised place of safety and protection which will offer and deliver opportunities and support.

According to Cairns children “...need an environment where it is both safe and necessary for them to allow adults to be in control, an environment where shame is kept within bearable limits and is followed by overt reintegration into the group (Cairns, 2002, p. 74)

A positively experienced place gives children a feeling that there is no need to be afraid and that somebody is taking care of them, and, for example, they can sleep without fear. (Törrönen, 2005)

Children prefer residential workers to be there for them with dedication, commitment, respect and readiness to form attachments. “The priority is for social work and other agencies to work actively and positively with the children in care...” (Schofield, 2007). In other research it was showed that looked after children “...what they ask for is a professional who: genuinely takes an interest in them; wants the best for them; enjoys being with them; and who is concerned for them (McLeod 2008). Relationships with social workers are therefore

something that children in care wish for, something that social workers desire and aspire to and, as it is argued, is the very least that children in care should expect (Le Grand 2007).

These specific expectations may be pre-eminent indications for people who work in and/or run Homes.

Moreover, a prominent fact 'for improving quality of care'(Gibbs and Sinclair, 1998, p.251), is that of social workers' experience and knowledge, which, according to their statements, influences their attribution positively, and constitute factors that may children count on.

The findings of this research prove that the relationship between children and social workers in Homes is very often highly interpersonal and it influences very positively children's development. Through their relationship social workers present acceptable social models from whom, children regain values like trust, and the self-confidence necessary to socialize.

According to Whitaker children who have been experienced adverse parental relationships mistrust adults (Whitaker, et al, 1998, p. 57). A child's ability to form positive relationships can be a key indicator of positive outcomes" (Foley, and Leverett, 2008, p. 67)

The social workers represent mentors, allies, good personalities with parental interest and care. Through their bond, children, after being deprived due to the family's neglecting environment, are experiencing a real human contact which goes beyond consultation and support to the point where it is known and expected. This relationship is a source of faith, and courage; it is a protective

shield, which assists children to begin a new life, to face change without being afraid, to feel peace, to do things for their own good, to continue.

“For many young people it is this key relationship which can provide a means of unlocking the anxieties and even despair within which they may feel trapped providing a consistent and reliable relationship in the midst of the turmoil into which they may have been thrown by their circumstances, and offering the hope that, with the help of a trusted figure, things may begin to improve and even be resolved (Aglin, 2004, in Luckock, Lefevre, 2008, p. 235)

Social workers are characterized as profoundly precious persons in children’s life, the centre of the Home, models who via their knowledge, commitment and dedication, help warm feelings to be born, like happiness, hope and pride.

“In order to make some sense of young people’s social world... we must build relationships that sustained...” (Luckock, Lefevre, 2008, p. 91). “...the helping relationship must above all be an authentic relationship” (Folgheraiter, 2004, P. 161)

The findings of this study show that social work practice embraces strong feelings akin to love, between children and social workers. The latter are adults who become for young people the starting point of emotional investment.

Berridge’s and Brodie’s research results showed that residential social workers have been perceived as intuitive requiring emotional qualities such as sensitivity and compassion rather than specific qualifications According to the

authors these are qualities that there are needed but training can guide their most effective application (Berridge, and Brodie, 1998, p. 122)

In addition these feelings enhance the relationship with transformational power which positively influences children to adjust in the Home, and raises their self-esteem, which is why they then make greater effort for themselves, their future, and other relationships.

Cairns suggests “children who trust others, are trusted by others and trust themselves are able to make choices. They can reflect on those choices and in evaluating their own decisions ascribe meaning to their world.” (Cairns, 2002, p. 90)

Results of research showed that in the Homes where individual change was achieved, the features that contributed to this were the individual approaches by the staff, some of them concerned with behavioural issues, to rely on talking especially about feelings, the raising of self-esteem and the realization that behind a difficult behavior reflects a pain. (Sinclair, Gibbs, 1998, p.133)

“Attachment provides a useful framework which holds within it the prospect of transforming children’s lives through the provision of care and new relationships” (Luckock, and Lefevre, 2008, p. 55)

In this research participants revealed that they found in the role of social worker not just a professional who makes an effort for them. They feel that social workers try hard for them, they know what each child needs and wants from them and most important, they are there, substantively.

“Often children who have lived with adults, whose communication with them involved confusion, deception, threat, avoidance dismissiveness or rejection, bring this model of communication with them. ~~Carers~~ The carers’ task is to offer alternative ways to be with other people, to let others know inner thoughts and feelings and to communicate needs and wants” (Emond, et al, 2016, p.165)

Social workers become quasi-parental figures who represent real feelings which comfort children and give them a new understanding of inter-generational relationships.

Very positive results have shown that 1 in 3 children and young people saw social workers as one of their most helpful people, and they were seen as the most helpful sort of person after the carers or staff who were looking after you every day and after your own parents. (Morgan, 2006, p. 27)

“...the management of all of the behavioural problems stemming from attachment problems is building trust and attachment between the child and the parental figure” (Fahlberg, 1991, p. 300). This constitutes a precious element to enable the vicious circle of abuse to be broken.

In addition this kind of attachments contributes in the way children experience the Home’s reality. In children’s eyes, social workers, beside professional identity, attract a sense of “their people” who will show the way everyday in Home and out of it as well, like in school, in friendships, in the planning of future; above all in the picture which they have themselves. This may have been damaged to this point and affects all aspects of their existences.

“Social workers should be supporting placements in ways that enable children to acquire more experience, more skills and resources in making attachments” (Thomas, 2004, p. 99). According to Luckock and Lefever, a common requirement in care is to make oneself available as a personal resource for a child (Luckock, and, Lefevre, 2008, p. xxix)

This powerful dimension of social workers’ role is born through the emotional foundation of their relationship and influences the above aspects of children’s life.

Fahlberg suggests that the direct work with children should include helping them learn more about themselves, to integrate early experiences with current perception of self and others and to help identify the life-long issues they will face as a result of early life events” (Fahlberg, 1991, p. 334)

As mentioned in the second chapter, the financial crisis has had an effect in residential care system by changing their financial sources and incomes. The consequence of this can be met on many levels of Homes’ function, even in the relationships.

Social workers claimed that their bond with children is the same as before, and even better the new harsh reality brought the children closer to them. This could be an indication that the relationship endures through difficulties and challenges proving by this way its strong dynamics

On the other hand the crisis must have had an impact on staff but it remains of great importance to ensure that they are provided the resources and training to be able to maintain the quality of their relationships with children

For that reason the people who work in these settings and give their best under, many times, very difficult and deprived situations, should focus on this that the research via children's voices revealed and which is the most important: to keep commitment, understanding, empathy, and dedication on one goal, pursuing children's best interest and betterment.

In terms of the Home, children experience it as an intermediate place which is offering an effective system of upbringing, positive experiences, opportunities and socialization, but only when members of staff collaborate harmonically on a well-organized program.

Every Home has the aim to stand by children and offer accommodation, nutrition and opportunities for education and socialization.

In this research children revealed that there is something more than this arrangement. There is a need to bond with the place and increase the sense of belonging. The completion of this need paves the way to emotional satisfaction and completes emotional gaps which these children feel not only because of neglect but also because they are brought up in an unfamiliar environment.

“Relationships-based practice provides one alternative view of the nature of professional relationships” (Foley, and Leverett, 2008, p.119). As a consequence their socialization is more strongly underpinned once these interpersonal gaps are narrowed

The means to accomplish the above is the relationship with social workers who have again a very crucial role once they are seen as mediators who keep the

balance and order in the Home. They are responsible according to children for the place of Home in their hearts.

Children revealed that their relationship with the social workers has a fundamental power and dynamics which can have strongly positive effects in their lives in the Home and after it. Young participants' voices also present a proved application of social work practice which consist emotional investment.

“Warmth, affection and even love may all have a place in constructive and empowering professional relationships and workers should be encouraged to use these emotions in a thoughtful rather than a thoughtless way(Yelloly and Henkel, 1995)and -to be aware of their own emotional responses and to reflect on their meaning” (Ruch, et al, 2010,p. 14).

This could be for social workers fertile ground to work on children's improvement because their innocent and unprejudiced way of leaving themselves open to them makes things easier, but only when it is handled by social workers with sensitiveness and respect, so as to not lead to abusive manipulation.

According to Munro an inspection framework should examine a child's journey from needing to receiving help, explore how the rights, wishes, feelings and experiences of children and young people inform and shape the provision of services and look at the effectiveness of the help provided to them(Munro, p. 11, 2011)

In addition exactly because the relationship proved to have hopeful applications for young persons' life and future, it could also be considered as children's preference of how social workers' should act in Homes even though

boundaries and professional ‘distance’ are sometimes seen as important safeguards, both for practitioners and children themselves..

Children in other research have profiled their needs from the social workers “support, advice, friend, someone I can trust, someone I know really cares about me, not just a number or a client who they really don’t care about, someone who has life experience with teenagers, not just someone who just read the textbook.”(Morgan, 2006, p. 28)

When services are designed following children’s views then it is more likely to meet the latter’s needs (Foley, and Leverett, p. 198, 2008); a good child protective system should be child-centered working and recognize children and young people as individuals with rights, including their right to participate in decisions about them (Munro, p. 23, 2011)

Children also disclose specific issues that should be under consideration by specialists.

Even when they are adjusting to the environment of Home and it seems that they are moving on, they are still in mourning process which may remain for a long time. Everyone who works in Homes has to keep this fact in mind and give time and space to children to make their feelings known and choose by their own the persons with whom they prefer to have personal contact.

“A meaningful contact with children requires the development of relationship that will have emotional content and requires time to develop” (Luckock, and Lefevre, 2008, p. xxiv)

As we have seen some of them point out their preference for professional relationships with responsible adults; to be brought up by them in a system where they would not be interested if development of relationships is included. Indeed, their previous experiences may leave them very wary about forming new bonds.

People who work in Homes must respect this choice and follow it, even when the results show that creation of relationships and bonds is important. They need to be flexible in dealing with children, establishing an individualized system of dealing with them.

Gilligan(2001) believes that good quality care should be based on links between security, exploration of difficult issues and pleasure in activities because it is the key element in promoting resilience, and enables children to manage the challenges of their environment in spite their past experiences of trauma(Luckock, and Lefevre, 2008, p. 45)

It seems that through establishing this kind of regime they have succeeded in providing the opposite kind of relationship, than that of parental homes in which no respect of personal children's need and personality are considered.

In other research children revealed: “ being in care can be even good experience if you have the right placement and a good social worker... the care system would be ok if its main priority should be making sure of both those things (Munro, 2011, p. 27)

The main aim of the Home's function should be to show a different picture than of this of neglecting parents.

Another issue which should be under consideration is that of children's comments about carers. They wish them to be dedicated to their work and be well educated on children's psychology. It seems that the dedication of staff is important because through this they get things that they have missed due to neglect which are crucial for their social and emotional state. Even when they see carers they do not know, they expect their role to be correctly enacted

Fahlberg highlights that the emotions of neglected children are strong and for that reason adults need to deal with their own feelings and their experiences of life events and personal history; the boundaries between child's issues and carer's issues are necessary unclear (Fahlberg, 1991, p. 342)

Despite many positive findings, there were a small number of areas of concern for young people in the present study. Social workers referred to overloaded programs which do not allow them to have more personal time with children.

Evidence provided by children in care conveys that professionals can achieve a very positive impact in their lives when they find time to spend with the children they are helping and keeping a clear focus on their needs. It is also emphasized the importance of reliability, honesty, and continuity. (Munro, p. 24, 2011)

On the other hand children ask for more personal time with social workers and stability in their position so as not to lose precious people and their special bond being broken due to policy which forces social workers to change jobs.

“The lack of a continuous personal relationship with the social worker has now been identified as a key problem for children” (Le Grand, 2007 in Luckock, and Lefevre, 2008, p. xxvii). “...lack of stability and continuity in care affects children’s lives in a large number of crucial life dimensions especially emotional development, education and attainment and mental health” (Cameron, and Maginn, 2009, p. 30))

Young participants who have left Homes also complained about their preparation for leaving. They would like more time, better and more focused preparation. These issues, as much as the desire for more organized Homes programs in general, could be themes for consideration of Homes’ improvement in management and function.

One demonstration of this, according to Gilligan would be the recognition that part of social workers’ role is placing interests and talents high on the agenda of the caregiver and of care review and planning processes. In their contact with the young person they must be alert to any hints of interests, talents or hobbies which might usefully be encouraged, and a special knowledge of the relevant social networks and community. (Gilligan, 1999, 4, pp 187-196)

“...listening to children and young people actually leads to better decisions and a precursor to action” (Thomas, 2005, p. 27)

Overall, these conclusions are based on the voices of children who experienced the reality of life in the Home, and there isn't a more authentic truth criterion than this.

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APPENDICES

QUESTIONNAIRE FOR SOCIAL WORKERS

1. Gender: Male.... Female....

Age a.25-35..... ☐
b. 36-45..... ☐
c. 46-50..... ☐
d. 51-60..... ☐
e. 61 and on..... ☐

Country of birth.....

Nationality.....

2. How long have been working on the field of the social work?

- a. Since one year
- b. 2-5 years
- c. 6-9 years
- d. More than 10

3. How long have been working in the Home?

- a. Less than a year
- b. 1-2 years

- c. 3-5 years
- d. 6-9 years
- e. More than 10 years.

4. Was it your first job?

Yes No

If No in which settings have you worked?

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5. Did you undertake this job because:

a.	You like to work with children	
b.	Only because you had to fill financial needs	
c.	You hadn't other choice	
d.	It was a good setting with a good salary	
e.	Other	

6. Do you think that your past or current experience influences your relationship with children?

☐ ☐

Yes No

If "Yes" where exactly have you seen this influence in the relationship?

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7. What your program in the Home mostly comprises?

a.	Private conversations with the children	
b.	Groups with children	
c.	Groups with the carers/housemothers	
d.	Meetings with natural parents	
e.	Collaboration and meetings with other specialists who help the children in their specific problems.	
f.	Collaboration with local services and authorities	
g.	A general observation of the daily program of the Home	
h.	Confronting a crisis	
i.	Other	

8. Are there days that you haven't time to see the children?

☐

Yes

☐

No

If "Yes", for what reason do you think it is happening?

a.	Due to many other duties that overload our program	
b.	We have to confront many problems that come up every day	
c.	Due to duties and obligations out of Home	
d.	Lack of staff	
e.	Bad organisation of the Home's program	
f.	Burn out	
g.	I don't know.	
h.	Other	

9. Do children express complains about it?

Yes ☐

No ☐

If “Yes” by which way they do it?

a.	In our private conversations	
b.	In the group’s meetings	
c.	To their natural parents	
d.	In the Housemothers/carers	
e.	They discuss it between them and I learn it by lack.	
f.	They don’t discuss it.	
g.	I don’t know	
h.		

10. Based on your experience, which way of contact with children have you resulted in as the best?

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11. Have you deal with children that they have specific problems?

Yes

No

If “Yes” which problem was that?

a.	Emotional	
b.	Cognitive	
c.	Physical	
d.	Social	
e.	In the adjustment in the Home	
f.	other	

12. By which way did you confront it?

a.	Specialists	
b.	By collaboration with the housemothers/carers and the children	
c.	We haven’t confronted it.	
e.	With my intervention	
f.	other	

13. Based on your experience, are you satisfied with the way of intervention & confronting to the specific problems of children that you have followed so far? And why?

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14. Was there an experience with children that they mentioned their feelings about you? Describe it.

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15. By which way did they express it?

a.	Drawings	
b.	Narrations	
c.	By a discussion on the specific issue	
d.	To the specialist that they see	
e.	They mention it in a contact by a natural way	
f.	Other	

16. When they did that?

a.	During the meeting of the group	
b.	During the private session with me.	
c.	In a daily occupation (example dinner, play time)	
d.	Every time that the opportunity has been given.	
e.	Other	

17. What they usually express in your sessions?

a.	Problems that concern their relationship with the housemother/carers	
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b.	Problems with their natural parents	
c.	School problems	
d.	Issues that concern their future	
e.	Relationship with friends	
f.	Issues that are urgent at the specific time of the discussion	
g.	Their life in Home in general	
h.	Issues that have to do with their age and their development	
i.	other	

18. Based on your experience, what do you think that the children need to receive from you?

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19. What do you think that you represent in their life in the Home?

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.....

QUESTIONNAIRE FOR CHILDREN IN THE HOME

1. Experience of social workers

1. When did you meet a social worker for first time?

2. For what reason did she/he come to you?

3. What he /she did for you?

- a. Supported my family and me to the separation.
- b. Helped me to adjust with the idea of a new environment
- c. Introduced me to the staff of the new Home
- d. Discussed with me the problems that the change may have brought
- e. All of the above
- f. Other

4. Are you satisfied from his/her work?

Yes

No

If NO what did you expect from him/her?

- a. More discussion
- b. More support
- c. More effectiveness
- d. More interference
- e. Less interference
- f. More compassion.

5. What a social worker represented in that period in your life?

- g. He /she supported me to face my problems.
- h. A scientist that I could count on for support, advice, and confidence
- i. A good friend to tell my problems.

- j. A professional that he /she just did his/her job
- k. Nothing
- l. A person that made the things worse for me.
- m. Other.

2. Experience of care Home

1. When did you come to this Home?

2. Describe your program in the Home.

3. What the carers/housemothers represent for you?

- a. Substitute parents.
- b. Good aunts.
- c. Employees who just do their job.
- d. Nothing
- e. Persons that temporally look after me.

4. When do you meet the social worker?

5. What do you do this time together?

6. Are you satisfied with the time that you spent together?

Yes

No

If No what are you expect from him/her?

- a. More time for private conversation.
- b. More time to discuss the problems that take place in the Home.
- c. Dedicate more time to see our relationship with the carers in the Home

- d. More effectiveness in her/his initiative.

7. What do you think that a social worker represents among the other members of the staff?

- a. A mediator who illustrates the situations
- b. Nothing more than an another professional
- c. Another person that cares for us.
- d. A representative and a supporter of our opinions to others
- e. Other
- f.

8. Do you think that this role is important to exist among the other roles of the rest of the staff?

Yes

No

If yes why

If no why

9. How are you feeling with the fact that you stay at a Home?

- a. Depressed
- b. Awful
- c. Not so good
- d. It's nice
- e. Very good
- f. Like having a second home.

10. How a social worker helps you to deal these feelings?

- a. By helping me in the everyday life.
- b. We discuss it
- c. I belong to a group where we discuss these issues
- d. She/he doesn't participate in the dealing with my feelings
- e. Other

11. Do you believe that your relationship with the social worker plays an important role in the confront of your feelings for the Home?

12. Do you have any groups at Home?

Yes

No

If “Yes” which is this?

13. Which is the role of the social worker in this program?

		Very much	Enough	Little
a.	Supportive			
b.	Helpful			
c.	Consultative			
d.	Observant			
e.	Indifferent			
f.	Important			

3. Family relationships

1. How old were you when you had to be moved from your family?

2. How is your relationship with your parents now?

		Very much	Enough	Little
a.	We are close			
b.	Better than before			
c.	Uninteresting			
d.	Not so good			
e.	Difficult			
f.	Worse than before			

3. What exactly role does the social worker play in this relationship?

- a. Helps me to confront them
- b. We discuss the problems that we face in our contact
- c. She/he participates in the effort of a reunion.
- d. Other
- e. She/He doesn't help me at all.
- f. We discuss the reality to have them apart and leaving in a Home at the same time.

4. How are you feeling about the separation from your parents?

- a. Depressed
- b. Bad
- c. Revealed
- d. I don't feel anything
- e. I accept the things as they are.
- f. I try to be patient
- g. Angry
- h. Hoping one day this will be over
- i. Lost

5. How the social worker helps with these feelings?

- a. She/he arranges often meetings with my parents
- b. We discuss it
- c. She/he comforts me
- d. She/he doesn't help at all
- e. She/he tries to help them too.
- f. Other

6. Do you believe that your relationship played an important role in your bond with your parents?

4. Schooling

1. Are you facing any problem with your school?

Yes

No

If yes what this problem concerns?

- a. My performance in the classroom in general
- b. My performance in the classroom in specific lessons like math, language, history
- c. My relationship with the teachers
- d. My relationship with children of the school.
- e. The homework study.
- f. All of the above
- g. Other

2. How a social worker takes place in this difficulty?

- a. She/He doesn't help at all.
- b. We discuss it and we try to find a solution
- c. She/he took me to a specialist
- d. She/he often comes in contact with my teachers.

3. Do you think that his /her role is important in your progress in school?

5. Health

1. Are you facing any medical problem?

Yes

No

If yes what problem is?

2. How the social worker intervenes in this?

- a. She/He arranges the appointments with the doctors.
- b. She/He supports me emotionally to deal with my illness.
- c. She/He cooperates with the doctors, the carers-housemothers, and me to face the problem with the best way
- d. All the above
- e. She/he doesn't do anything
- f. Other

3. How much is the role of social worker important in terms of you health?

6. Social Development and Relationships

1. How many close friends do you have?

- a. One
- b. Two
- c. More than three
- d. More than ten
- e. I can't count them.

2. Where do you have these friend/s?

- a. At school
- b. At children's Home and school
- c. At children's Home
- d. Neighbors
- e. At my old neighbor before I came here.
- f. All of the above.

3. Do you have any hobbies?

Yes

No

If yes which is/are this/these?

- a. Company with friends
- b. Participations in groups out of Home
- c. Sports
- d. Reading of books
- e. Watch TV and listen music
- f. Play a music instrument
- g. Other

4. What role does the social worker plays in your friendships?

5. How much is his/her role important for your?

3. Perceptions and feelings

1. What picture do you have for yourself?

- g. I'm satisfied
- h. I'm waiting more from myself
- i. I have not done much
- j. I should try more
- k. I don't like me
- l. I want to change myself.
- m. I am disappointed

2. How a social worker helps you on this picture?

- a. We discuss it
- b. She/he doesn't participate
- c. In the group discussion
- d. With her/his everyday presence in the Home
- e. With everything that she/he does.

f. Other.

3. According to what you selected how important is the relationship with the social worker?

- a. Absolute necessary.
- b. Very much
- c. Enough
- d. Little
- e. It isn't important at all
- f. Other

QUESTIONNAIRE FOR CHILDREN WHO HAVE LEFT HOMES

1. Date of birth.....Country and city of birth.....

Country and city of current accommodation.....

Gender: Female... Male...

Nationality.....

2. How old were you when you first came to the Home?

3. Which was the reason that made you to accommodate at a Home?

a .	Parents' divorce and lack of relatives carers	
b .	Economic problems	
c .	Social and domestic behaviour problems of my parents	
d .	My parents faced alcohol and drugs problems	
e .	Single parent weakness to bring me up	
f .	My parents faced legal problems and imprisonment	
g .	My parents faced mental problems	
h .	My parents faced serious health problems	
i .	Death of parents	
j .	Other	

4. How many years you were accommodated in the Home?

5. Which was the best thing that you experienced in the Home the years that you have been accommodated?

a.	The relationship with the carers	
b.	The relationship with the social worker	
c.	My friendship with the other children of the Home	
d.	The opportunities for education	
e.	The emotional support and help that I received from specialists	
f.	The good condition of accommodation and up bringing that a child's need.	
g.	I didn't have any good experience	
h.	Other	

6. Which was the worst thing that you experienced in the Home the years that you have been accommodated?

a.	The lack of close relationship with the staff	
b.	The failure from specialists to help me.	
c.	The lack of a good program in the Home	
d.	That I have to share many things with other children	
e.	Lack of privacy	
f.	That I couldn't meet my parents often	
g.	The lack of a plan for my future	
h.	The strictness of the program	
i.	I didn't have any bad experience	
j.	Other.	

7. Had you been cooperating with the same social worker in Home since the beginning?

Yes

No

If "No" with how many did you cooperate?

- a. Two
- b. Three
- c. More than three

2 & 4

1. Which was your occupation when you left the Home?

- a. I began studies in the University/College
- b. I was working part time
- c. I was working and began studying.
- d. I returned to my family and nothing else
- e. I was working full time
- f. Other

2. Which is your occupation now?

- a. I'm working in a part time job
- b. I'm working in a full time job
- c. I'm unemployed.
- d. I'm studying and working
- e. I'm studying
- f. Other

3. What is your marital status?

- a. Married
- b. Divorced.
- c. Married with children

- d. Single.
- e. I have a long term relationship
- f. I have sort time relationships
- g. Second time married
- h. Single parent

4. Did you find life out of Home as you expected to be before you left?

Yes

No

If “No” how did it seem to you?

- a. Worse
- b. Much worse
- c. Better
- d. Much better

5. If you answered “a” or “b” which do you think was the reason?

a.	The reality was presented completely different when I was at Home	
b.	I was unprepared according my qualifications	
c.	I wasn't emotionally prepared	
d.	I left Home earlier than I should have left	
e.	I had a wrong idea for what the real life was	
f.	Other	

6. If you answered “c” or “d” which do you think was the reason?

a.	I was prepared from the Home to face worse things.	
b.	I had achieved qualifications before I left Home	
c.	I left Home at the time that I was ready to leave	

	outside	
d.	I was emotionally very good prepared for the life out of Home.	
e.	I have support from the Home until now	
f.	Other.	

7. Who person/s from the Home's staff took place to your preparation of leaving?

- i. Housemothers/carers
- j. Social workers.
- k. Teachers
- l. All of them
- m. None of them
- n. Other

8. How exactly the social worker helped you on your leaving?

	Very much	Enough	Little	Very Little
She/he supported me emotionally				
She/he had contacts with employers				
Prepared me to return to my family				
Inspirited and supported me to study and find a job				
She/he took place in the whole program of my preparation of leaving the Home				
All of them				

None of them				
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9. Were you feeling ready to stand on your feet when you left Home?

No				
	Very much	Enough	Little	Very Little
Yes				

If “No” what do you think you needed more?

- a. More emotional support
- b. Better preparation in regard of the future
- c. An opportunity to use my natural gifts
- d. A better educational program and support in the Home
- e. There wasn’t any way to be given more.
- f. Other

3.

1. In which issues the social worker helped you more while you were in the Home?

a. Relationships with the peers	
b. In the relationship with the female/male sex	
c. To trust the people	
d. I didn’t get anything	
e. To deal with specific problems that I faced.	
f. In my progress in school and in education in general	
g. My adjustment in the Home	
h. In my relationship with my parents	
i. My leaving	

j. None of them	
k. Other	

2. Which was the worst moments that you had with her/him

- a. Disagreement according the Home's program
- b. Disagreement according my relationship with the Housemothers/carers.
- c. His/Her position during the meetings with my parents.
- d. When she/he had to leave her position from the Home.
- e. Other

3. Which were your best moments that you had with her/him?

- a. Discussion on my problems
- b. Groups' meeting with peers
- c. Meeting with parents
- d. In everyday life in the Home
- e. Playtime with her/him
- f. The preparation of leaving
- g. In my administration at Home
- h. We haven't any
- i. Other.

4. What she/he represented for you when you were at Home?

- a. An advisor
- b. A good friend
- c. A substituted parent
- d. An aunt
- e. A specialist
- f. Another member of the Home's staff.
- g. Nothing

h. Other

5.

1. Have you any contact with the social worker since you left the Home?

Yes

No

If Yes how often?

	Just once	Very few times	Often	Very often
Telephone contact				
Personal contact out of Home				
Personal contact in the Home				

2. How do you spend your time during your contact?

- a. We bring back in memory past experiences from the Home
- b. I ask her/his advice on matters that trouble me.
- c. We discuss issues of my current life like relationships/work/family
- d. We just discuss on the things that take place in the world.
- e. Other

LATTER TO MANAGERS OF HOMES

Dear (Name of the agency's manager)

My name is Sofia Rista and I am a student in the De Montfort University in Leicester of UK, studying for my PhD in social work with children and family. In the framework of the program that I follow I have to carry out a research which will take place in Greek Children's Homes.

My research topic is concerned with the relationship between the social worker and the neglected children that are accommodated in a Children's Home. My research questions are focused on the influence that this relationship may have in children's life in the Home but in the future as well.

To collect information for my topic I would like to interview social workers that work in Children's Homes, neglected children that are accommodated in Homes and children that have left Homes. I also plan to work with the children that accommodated in Homes using drawings and stories; I will provide all papers and colors. The interview would take approximately half an hour.

The research will be kept confidential through anonymising the name of your institution and the research participants. My study will be read by the University tutors and the members of the research committee.

I will inform you about the research findings and the research progress hoping that the project will contribute to a better way of intervention and caregiving in children's life in the Home but also to a more effective Home's faction.

I appreciate your time in reading this letter and will contact you by phone shortly to see if it is possible to meet you to discuss the research further in your institution. If you wish to get in contact with me at any time my mobile number is 00306946952153 and my email address is sofrista@otenet.gr

Yours sincerely

Sofia Rista

(Source: Holmes, 2005)

LEAFLET FOR THE PARTICIPANTS

This leaflet has been designed to enhance the information you may already have from the people of the Home about this research.

Firstly I'd like to explain to you what research is. Research is a process while a topic is been investigated so you who participate and others can know more about it and understand it better.

This research that you will take part is taking place because we'd like to know more about the relationship that may be created in Children's Homes and especially with the social workers. For example: What kind of things do you like to do with the social worker? Which is the best moment with him/her? Do you wish something from her/him that you don't have it so far? How a social worker helps in the everyday life in the Home?

The best way to find about this relationship are form those who are experience this-you! Yours views are very important to me!

The activities that have been planted for this are two:

- A questionnaire-A series of questions that I will ask to you in a conversation that we will have. It is not a test. There are not right and wrong answers. It is just things that you think feel, and experience.
- A drawing or written thoughts about what the social workers is for you. What do they represent you life in the Home and then you will discuss it with me.

You will have the opportunity to whether you want to take part in each activity and also I will be there to discuss if you wish to withdraw yourself from it at any time.

I hope that it will be interesting for you and express your valuable opinion.

I'll talk about the research with some people like my teachers in the University but no one else (including the staff of the Home or your parents) will ever be told who said what. Although you can discuss with me if anything worries you and we will work out what to do about it.

Thank you for reading this

If you have any other question you can write it in the back of this leaflet and show then to me when you next see me.

(Source: Cox, 2002 in Holmes, 2005)

A Girls' House

Children who are in the House

Expecting more from self Excludes the SW role	<u>E18</u>	What picture do I have for myself? I am waiting more from myself. I need to read more if I want to succeed to the exams for the University. The SW doesn't play any role to form that picture which I have for me.
Satisfied picture of self Help received via discussion		I am satisfied with myself. The SW helps me on this picture because we discuss about it often.
Satisfied picture of self Help received via discussion in private & group meetings	<u>M</u> <u>9,5</u>	I am content with myself. We discuss about myself with the SW in a private meeting but also in a group meeting.
Satisfied picture of self Help received via discussion	<u>A1</u> <u>0</u>	I feel satisfied about myself. Yes we discuss these things with the SW and that helps. MEMO: Da. M. and A. are almost the same age and they feel satisfied about themselves. They acknowledge that the SW played a role in this feeling through the discussion. "Emotional neglect could be... the lack of emotional support or recognition of the child as a separate individual." (Ann Cattanach, 1992, p.20). It seems that the children found in the relationship with the SW the missing part of the recognition of their individuality which is essential for their emotional development and it also contributes to this feeling of satisfaction for themselves.
A disposition to do more and change. Help received via discussion	<u>K</u> <u>11,5</u>	I feel that I should try more. I would like to change myself to the better. The SW helps me on the picture that I have for myself through our discussion.
A disposition to do more and change Consulting the role of SW Gives strength	<u>An</u> <u>16</u>	I am waiting more from myself, I should try more. I want to change myself. We discuss with the SW on that a lot.

	<p>She consults me to be a better student for a better future. She gives me strength.</p> <p>MEMO: K. and An, want to change themselves and to try more. The child who is subjected in emotional neglect: is "...denied normal feeling of being loved, wanted, and secure and worthy (Jones, Gupta, in Child Abuse Review V.7, p.98-99, 1998). Thus the neglected children suffer from a feeling of unworthiness and for that reason they try hard to be wanted, to be liked by others but especially by the parents.</p> <p>Furthermore, the ugly truth that they experienced is something that they can't bear. They wish all these was a bad dream which will end or a reality that they can change it as they like to change themselves in their statements.</p>
Expecting more from self Having discussed it with the SW	<p><i>Mel</i> 13</p> <p>I am waiting more from myself especially on my progress at school. I haven't discussed it with the SW.</p>
Satisfied picture of self Excludes the SW role	<p><i>F</i> 10</p> <p>I am content with myself. I feel ok. No, the SW doesn't participate on this.</p>
Disappointing picture of self Feels a pity & failure Encouraging the role of SW	<p><i>Mat</i> 23</p> <p>I am disappointed from myself. I feel pity for myself. I apprehend that I am failing.</p> <p>Yes the SW helps on that. We discuss it and she gives me courage.</p> <p>MEMO: Mat is 23 years old and she has a very negative picture for herself. "...children who lack support and attention from caregivers feel invisible and do not develop a strong sense of who they are or feel negatively about themselves. (Burrous Horton & Cruise, 2001, p.20). SW here plays a special role by giving courage. The latter can be a lever for Mat to change the way she sees the things, obtain a better perspective and get out of the bog of failure feeling.</p>
Disappointing picture of self Help received via discussion Effort to figure out source of the feeling	<p><i>Anit</i> 18</p> <p>I am waiting more from myself. I would like to change myself because so far I feel disappointment.</p> <p>I discuss this with the SW and that helps me. We try to figure out the reason that I feel by this way.</p> <p>MEMO: Anit feels the negative feeling of</p>

<p>A disposition to do more Help received via discussion</p>	<p>disappointment which is a consequence of neglect. Neglected children receive disappointment from both sides. On the one hand the neglectful parents disappoint their children, with their inability to be caring and on the other hand the lack of emotional support and encouragements which are responsible for a high self-esteem, bears the feeling of disappointment to the children who think that this feeling is owned to them.</p> <p>SW plays a special role of “clearing up” of the sources of these feelings.</p> <div data-bbox="651 629 772 752"> <p><u>Al</u> 17</p> </div> <p>Well I feel that I should try more. I can but... I discuss with the SW these thoughts.</p> <p>MEMO: The pause of Al and her hesitation expressed with the word “but” shows that Al desires to do something for her and she also recognizes her weakness to succeed.</p>
<p>A disposition to do more Excludes the SW role Just her in the effort</p>	<p>The SW listen her thoughts and just this helps the child. She reveals her thoughts and due to this she doesn’t block into her difficulty to complete her effort.</p> <div data-bbox="651 1066 772 1189"> <p><u>Ane</u> 18</p> </div> <p>About myself? Hmmm I feel that I should have done more. To try more No the SW doesn’t take part on this. It is just me and myself.</p>
<p>Satisfied picture of self Excludes the SW role Just her in the effort</p>	<div data-bbox="651 1200 772 1323"> <p><u>Kat</u> 16</p> </div> <p>I feel content with myself. It could be worse. (She laughs). No the SW doesn’t have to do with this. It is all what you will do for yourself.</p> <p>MEMO: Both Ane and Kat see their effort for them as their responsibility and only their. For that reason they exclude the SW’s participation, especially Kat accents it by underlining the word “you” showing that against this fight is her and only her.</p> <p>This choice of self exclusiveness may be a challenge for the children to prove that they can manage it; that they overcome everything that happened to them and stand on their feet.</p> <p>Kat adds a sense of humor on her statement which may be a hidden constraint.</p>
<p>Satisfied picture of self Haven’t discuss it with the SW</p>	<div data-bbox="651 1805 772 1928"> <p><u>Ath</u> 13,5</p> </div> <p>I feel satisfied for myself. No I haven’t discuss it with the SW how I feel about myself.</p>
<p>Expecting more from self Consulting the role of SW On how to obtain a better</p>	<div data-bbox="651 1951 772 2074"> <p><u>G</u> 13</p> </div> <p>I think that I own to myself more. I am excepting more from me.</p>

<p>picture</p> <p>Expecting more from self Help received via discussion on how to achieve more</p>	<p>We have discussed it with the SW the whole issue and she consults me on the way that I will obtain a better picture of me.</p> <p><u>S</u> <u>14</u></p> <p>I should have tried more. We discuss with the SW the way by which I can achieve more.</p> <p>MEMO: Both G and S trust the SW's advice about the way that they will follow to achieve more and obtain a better picture of them.</p> <p>The children need guidance, someone to show the way. Let alone the neglected children who began their lives by a chaotic way. SW shows the way of achievement and success.</p>
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B. Girls' House

Children who are in the House

<p>Unsatisfied picture of self because of indifference Consulting the role of SW on how to add something good</p>	<p><u>K</u> <u>14</u></p> <p>I feel that I am indifferent for things that I should do for me. So, I am not so satisfied of myself.</p> <p>The SW consults me to be more interested about what I would add something good to me.</p> <p>MEMO: K is indifferent, though she has realization of her condition and that makes her unsatisfied. She has the SW on her side to retrieve her interest.</p>
<p>Satisfied picture of self Excludes the SW role</p>	<p><u>A</u> <u>13</u></p> <p>I am satisfied of myself. I am ok.</p> <p>No, the SW doesn't take place on this picture that I have for me.</p>
<p>Satisfied picture/Expecting more Help received via discussion in group meetings</p>	<p><u>Dion</u> <u>13</u></p> <p>Although I am satisfied of myself I should try more.</p> <p>We discuss a lot for ourselves in a group meeting with the SW and the other children.</p> <p>MEMO: She drew a girl's face and she wrote "It's me Dion, the ugly one". Comparing her drawing (she feels ugly- low self-esteem) with the content feeling, a contradiction is appeared.</p> <p>The task of the drawing was "Show with your drawing how you see your relationship with the SW" She drew herself ugly. This could have many interpretations but in relation with the theme it could be said that the SW is a mirror and helps her to see her reflection of</p>

<p>Satisfied picture of self/Expecting more/Feels better than the beginning Help received via often discussion</p>	<p>feelings about herself which end to be ugly.</p> <p><u><i>D</i></u> <u>18</u></p> <p>I am content with myself and I am waiting more of me. I feel better than I was feeling when I started doing things for me. I expect more of me. The SW plays a role on this because we discuss very often about it.</p> <p>MEMO: D presents a characteristic of children who are accommodated in Homes, the difficulty of adjustment especially in the beginning. Many children who enter in the Homes start to do things that they weren't thought that they ever would do or they were aware of. Here D says that the new things are effort for her and probably she got through a bad time for that.</p>
<p>Satisfied picture of self Help received via discussion on what is best or avoid</p> <p>Satisfied picture of self see that through people comments. Help received via discussion on what is good.</p>	<p><u><i>B</i></u> <u>10</u></p> <p>I am satisfied with myself. Yes we discuss with the SW what is best for me and what I should avoid doing it.</p> <p><u><i>G</i></u> <u>12</u></p> <p>I feel fine for myself. I try to be good and the people here don't complain about me. I discuss with the SW about myself and what is good for me.</p> <p>MEMO: The complaint of Home's people is an indication for D for doing fine. The Home is an environment where children grow up and see and feel the people reactions and behavior as they will do in every community. The Home is a small community which owns to prepare the children to enter in the big community. Thus children's acts are checked if they are adjusting with the social rules and their behavior if it is socialized. The intervention-comments of the social patterns(Home's people) display if the behavior is well adjusted</p>
<p>Expecting more from self Help received by everyday presence of SW</p>	<p><u><i>Din</i></u> <u>14</u></p> <p>I am waiting more from myself. We discuss with the SW and she helps on this with her everyday presence in the Home.</p> <p>MEMO: As a continuance of the above memo the SWs are among the persons who act in the small community of the Home. They have a say to the upbringing of the child. Though they are members of the community anyway so they are obligate to follow the rules and the program of the Home and pay their duties. Therefore their presence by itself has something to say, teach, give the example. Even the small detail plays its role</p>

	because they represent patterns of socialization.
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C. Boys' House

Satisfied picture of self Help received via discussion	<u>G</u> <u>15</u>	I feel satisfied with myself. We talk a lot with Mr.G about it
Satisfied picture of self Help received via discussion	<u>B</u> <u>16</u>	I feel fine for myself. I am all right. Yes, the SW helps on that because we discuss about it. You know, what is good for me.
Satisfied picture of self Help received via discussion on what to avoid	<u>Ch</u> <u>11</u>	I am satisfied of myself. I don't do things that may harm me. We talk with the SW about these things that I should avoid following.
Unsatisfied picture of self Help received by everyday presence of SW	<u>D</u> <u>15</u>	I feel that I haven't done much. The SW helps on the picture of myself with his everyday presence in the Home.
Expecting more from self Help received by everyday presence of SW and discussion	<u>M</u> <u>13</u>	I am waiting more from myself. The SW helps on that because we discuss it and also we are helped with his everyday presence in the Home.
Satisfied picture of self Help received via discussion	<u>Bn</u> <u>11</u>	I feel content with myself. Mr. G. helps on that because we discuss such things with him.
Expecting more from self Help received via discussion	<u>J</u> <u>17</u>	I feel that I haven't done much to have a good picture of myself now, so I am waiting more from me. Yes I discuss with Mr. G. about it and he has helped me on this.
Satisfied picture of self Help received by everyday presence of SW	<u>Chr</u> <u>11</u>	I feel fine for myself. It is good that we having Mr. G. everyday here.
Satisfied picture of self Help received by everyday presence of SW and discussion	<u>C</u> <u>19</u>	I am ok with myself The SW helps with his everyday presence here and also with the frequent discussion that I have with him.
Satisfied picture of self Help received via discussion	<u>K1</u> <u>1</u>	I feel nice for myself. I discuss with Mr. G. and this is very

	<p>good for me.</p> <p>MEMO: D, M, Chr, and C, advocate the above memo about the role of the everyday presence of the SW from which they receive help and thereby they are having a good picture of themselves. Especially Chr who is 11 years old accentuates it by saying that “it is good having him everyday here” It is like hearing his feeling of safety.</p>
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D Boys’ House

Children who are in the House

Unsatisfied picture of self because he is in the Home Help received via discussion	<p><u>Th</u> <u>14</u></p> <p>I am not satisfied because I am here. I don’t know what to do here. In my home I have my pigeons I have hobbies and I know how I will spend my free time.</p> <p>Yes I discuss this with the SW, she helps me.</p> <p>MEMO: Th is new member in the Home and according to the SW he can’t accept yet that he is apart of his home. He reveals his feelings here by comparing the good time that he had in his home with the ignorance of what to do in the Home. The latter brings him no satisfaction. He doesn’t answer to the question about the picture that he has for him directly. He refers to his home and what he was doing there because his mind and his heard are still there.</p>
Satisfied picture of self Help received via discussion	<p><u>T</u> <u>11</u></p> <p>I am content with myself. I discuss about it with the SW</p>
Expecting more Help received via discussion	<p><u>D</u> <u>16</u></p> <p>I should try more, but you know I don’t have time, my schedule is full. We discuss with the SW about myself and my progress, but the last year we talk more. I told you the overloaded program.</p>
Expecting more/want to give 100% in school progress Help received via discussion/receives courage	<p><u>S</u> <u>14</u></p> <p>I should try more. To give the 100% of my effort to my school progress. I haven’t done it so far. We discuss with the SW these things and she encourages me.</p>
A disposition to do more and	<p><u>Al</u> <u>13</u></p> <p>I would like to change myself. I would like to be more assiduous in</p>

change in terms of school Help received via collaboration of specialists		my school duties. We discuss these thoughts not only with the SW but also with the psychologist and the pedagogue. MEMO: The performance in school plays an important role in children's lives. In the case of neglected children is more important because it is connected with their independence and a better future. They build the latter by themselves once the parents showed inability to support them. On the contrary the encouragement that SW offers sustains them to continue.
Expecting more from self Ignorance of SW'S interference	<u>N</u> <u>15</u>	I am waiting more from myself. Hmmm I don't remember if the SW helps on this.
Satisfied picture of self Help received via often discussion	<u>So</u> <u>15</u>	I am content with myself. If the SW helps? Yes we discuss about it very often.
Expecting more from self Encouraging the role of SW	<u>Sn</u> <u>16</u>	I am waiting more from myself; I should have done more. The SW encourages me.
Satisfied picture of self Caring and supporting the role of SW	<u>B</u> <u>15</u>	I am content with myself. The SW cares for me. She took care about my papers for the school and the tutorial school. She also supports me to the members of the council who run the Home. MEMO: B sees the role of SW in the settling of his school papers and the tutorial school. Another boy of the Home that sees himself through the school and his performance to it but also he sees the person that he/she takes over his matters with it as a caring one.
On the effort for more Consulting the role of SW/inducement to do beneficial acts.	<u>K</u> <u>19</u>	I try to do something good for myself and beneficial for me. The SW consults me about it and she induces me to these beneficial acts.
Unsatisfied picture of self /runs away from class Help received via discussion	<u>Ba</u> <u>13</u>	I feel that I haven't done much, I should try more. (He pauses) I do good things but also bad. I run away from the class and from the school sometimes

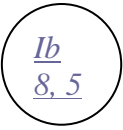
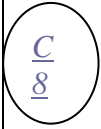
		<p>We discuss with the SW</p> <p>MEMO: The burden of the adverse experience that these children had lived sometimes is more than enough to carry on. Running away is a reaction of this, it is a despaired desire to get away for the ugly truth that surrounds them and they don't have the straight to deal with it.</p>
Satisfied picture of self Help received via discussion	<u>J</u> <u>14</u>	<p>I am content with myself</p> <p>Yes we discuss with the SW about my self's picture.</p>
Satisfied picture of self Help received via observation and discussion	<u>Dm</u> <u>15</u>	<p>I am satisfied with myself</p> <p>We discuss with the SW. Besides, they see me how I react here and when something isn't going well she calls me at the office and she consults me.</p> <p>MEMO: As it is mentioned the Home is small community where everything contributes in a good upbringing of the children. Here Dm says that he can hide his action in there. Though he sees the SW as a counselor and not as a "punisher" who just learnt his misstep.</p>
Expecting more from self/wish to change Excludes the SW role	<u>G</u> <u>14, 5</u>	<p>I am waiting more from myself, I feel that I haven't done much. I wish to change myself a little.</p> <p>The SW doesn't take part on this.</p>
Satisfied picture of self Help received via discussion	<u>A</u> <u>13</u>	<p>I am satisfied of myself.</p> <p>The SW helps because we talk about it a lot.</p> <p>MEMO: He drew a strange creature which named it monster. He noted down: "It's me ,the monster"</p> <p>As Dion in the B. Girls' Home, A drew a picture which presents him us an ugly monster. Though he is content with himself. The picture gives more truthful ideas for what A wants to say because it is impulsive.</p>

E. Boys' House

Children who are in the House

Expecting more from self A disposition to change Consulting the role of SW/wants for him to try	<u>J</u> <u>10</u>	<p>I am waiting more from myself; I would like to change him to the better. I would like to stop insulting.</p> <p>Mrs. N. keep saying to me: "If you didn't do that you would be the best boy of the Home"(He laughs) She wants me to try more.</p>
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<p>Satisfied picture of self Help via everyday presence/treating kindly</p>	<p>MEMO: It should be felt so nice for that boy that someone wants from him to try more. His laughter discloses that he enjoys it and also a bond comes up once an adult waits from a boy to try more and the boy wants to change to the better having adults words as an axis of his effort.</p> <p><u>An</u> <u>8</u></p> <p>I am satisfied with myself and my effort. The SW helps by being everyday here with us. She treats me very kindly.</p> <p>MEMO: Neglected children used to experience adverse, reluctant and sometimes hostile kind of behaviors. A different treatment not only contributes to a better example to follow but also change to the better the picture that child has so far about adults' behavior.</p>
<p>Expecting more from self Help received via discussion</p>	<p><u>St</u> <u>10</u></p> <p>I should try more for me. Yes we discuss these things with the SW</p>
<p>A disposition to do more and change behavior against the others Haven't discussed it with the SW</p>	<p><u>T</u> <u>12</u></p> <p>I feel that I haven't done much for myself. I would like to change. If I could I would change my behavior against the others. I haven't discussed any of the above with the SW .</p>
<p>Satisfied picture of self Help received by everyday presence of SW</p>	<p><u>Al</u> <u>10, 5</u></p> <p>I am content with myself The SW helps with her everyday presence in the Home and with our discussion.</p>
<p>Disappointing picture of self begins fights easy Help received by everyday presence of SW and right observation</p>	<p><u>Nt</u> <u>10</u></p> <p>I would like to change myself because I am disappointed. I would like to be a good kid, but sometimes I am irritated and I can't stand anyone and I start a fight. She helps with her everyday presence in the Home. She understands when I didn't react well because I look sad. Although I don't like to discuss it.</p> <p>MEMO: Nt acknowledges his problem and his effort to set his behavior to rights. "...children are aggressive, impulsive with emotional immaturity, indiscriminate friendliness and physical comfort from stranger. The school age neglected child is destructive, withdrawn, over-active and lacks confidence. (Hobbs, Hanks, Wynne, 1993). The SW seems that she has the ability to see behind this aggressive behavior and</p>

	interpret it as sadness. SW's understanding alleviates Nt but the fact that he doesn't want to discuss it shows that it troubles him a lot, he may embarrassed about it.	
Satisfied picture of self Help received via discussion		I am content of myself. Yes Mrs. N. helps me with that because we discuss
Expecting more from self Excludes the role of SW		I should try more. I would like to be a better student. The SW doesn't take part on this.

GENERAL MEMO: The feeling that dominates for children's selves is that of satisfaction. Many of them are waiting more from them and this is the reason that they need to try harder either because so far they haven't done much or because they would like to obtain a better picture which most of the time is connected with their performance in school.

Some of them feel disappointment either because they are indifferent or they have done bad things and they recognize that it wasn't right.

The beginning was difficult for some who are not adjusted yet.

They referred that the Home's people have a say in their good or bad behavior and that consist an indicator for their course.


In terms of the SW's role, special meaning constitutes the discussion. Through it children receive courage, support and strength; they see the care of the SW for them. In addition they consult with the SW mainly on the ways they will obtain a better picture, increase their interest and their effort to do good things for them and their future. It was also mentioned that the SW tries to figure out the source of the feeling of disappointment.


The everyday presence of the SW in the Home is a factor that seems to offer help to the children to feel nice for them.

Some of the children excluded the role of the SW and other mentioned that they haven't discussed it with him/her. They gave the reason which is the opinion that this fight must be given only by them for them.

A. Girls' House

Children who are in the House

<p>SW supporter, counselor. Good & important relationship Feels proud due to the SW.</p>	<p><u>E18</u></p> <p>I have a very good relationship with the SWs and I am glad that they are with us and support us when we have hard times. They consult us on what is good and what is wrong, what is proper for us. I am proud for leaving here and I own that to them. So my relationship with the SWs is very important to me.</p> <p>MEMO: The relationship gives happiness to E because she has support at hard times. Neglecting parents can't teach their children how they will discriminate "what is good and what is wrong and what is proper" and be there and support them. On the contrary at the hard times they may be even weaker and unable to support themselves let alone their children. Hence it is reasonable for E to feel grateful and proud for the presence of the SW in her life.</p>
<p>SWs people who hold her from her hand. Love expressed by hearts Relationship absolutely important.</p>	<p><u>D a</u></p>  <p>My relationship with the SW is absolutely important.</p> <p>MEMO: Both of the SWs are beside Da and one of them holds her by the hand. According to Karella (Karella, 1991, p. 32) the hands and fingers in a child's drawing, participate to the exploration, action, and sociability. They also show the child's will for trust, and communication.</p>

<p>Love expressed by a big heard Relationship little important.</p>	<p>It could be said on the fact that she holds the SW by hand that there is a channel of trust and communication between them.</p> <p>In addition the child's tense to learn for the world and act in it, is coming through the SW and the latter supports her to accomplish it.</p> <p>The long hairs of all the figures express vitality, and power-will and the tense to follow important for them models. (Crotti, Magni, 2003, p. 102).</p> <p>It can be said then that she sees to the SWs vivid persons who she would like to be like them.</p> <p>The two hearts above the heads of the SWs is like crowning them with her love for them.</p> <p>The colors she uses are mainly the blue to the clothes of the SWs which means that the latter have calmness and understanding and the green to the hairs of one SW which may mean satisfaction.</p> <p>Finally the red in her clothes and her hairs mean vitality, passion, and emotion. (Crotti, Magni, 2003, p. 98).</p> <div data-bbox="577 913 702 1034"> <p><u>M</u> 9,5</p> </div> <p>My relationship with the SW is little important.</p>  <p>MEMO: Although M says that the relationship with the SW is little important her drawing reveals her strong loving feeling for her once she drew a big red heard which at the same time is a smiled face placed in the middle of the paper.</p> <p>She may wish to show to the SW her loving feelings and the happiness that the SW brings to her life and makes her smile.</p>
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SWs are people who hold her by hand
Relationship important enough.

Al
0



My relationship with the SW is important enough.
MEMO: A's drawing bears resemblance with the drawing of Da with the difference that she drew all the faces with a smile and there aren't any hearts.

K
11,5

The SW beside her in the Home.
Relationship important enough.




My relationship with the SW is important enough

MEMO: K's drawing delineates herself and the SW near to her under the windows of the Home. The windows are closed which means the need for protection from the curiosity and the indiscreet views; they also declare an unopened child's character and reservedness in her relationships. (Crotti, Magni, 2003, p.140).

K's eyes are looking to the SW and the SW is leaning to her.

It may be supported that K, who seems to have a difficulty to be opened to the world, is waiting from the SW the help

	<p>to achieve it and the latter is responding once she is standing near and leaning to her.</p>
Unimportance of the relationship.	<p><u>Ath</u> 13,5</p> <p>My relationship with the SW isn't necessary at all.</p>
<p>The SW a happy lady in the Home at the top of the door among the children</p> <p>Relationship important enough.</p>	<p><u>An</u> 16</p> <p>My relationship with the SW is important enough.</p>  <p>MEMO: The drawings which comprise houses they present actually the picture of the home's environment (Malchiodi, 2001, p. 231). Thereby the Home's environment consists of many children around the SW who is standing smiling with her hands open on the center of the Home and on the door. The SW is standing very high in An's perception and she is ready to hug-protect the children. It can be also attributed to the SW a probably dynamics which completes the child's need for protection and love the trees out of Home show that need. The door with the handle means that the child is available and extravert. (Crotti, Magni, 2003, p. 139) The SW on the door is the person who will support An to get out to the world.</p>

The SW holds from hand the girl. They are both happy.
Relationship important enough

Mel
13



My relationship with the SW is important enough.
MEMO: As in Da and K the Mel's picture shows a girl holding the SW by hand. They are both smiling and it is like the girl being one step in front of the SW. A sense of freedom appears once the girl seems to have the advance and at the same time a support in a friendly way.

F
10

The SW a happy lady beside the child in the Home. A big smiling sun
Relationship absolutely important.



My relationship with the SW is absolutely important.
MEMO: We can see what is happening in the Home. The door is opened and a child peeks smiling outside. The SW and the child are together inside smiling. The sun is big, is smiling and it is looking to the Home.
The sun usually symbolizes the father and in this case, as a wider interpretation, it could be said that over the Home there is a protection in a high level and for that reason children feel safe. The child who is peeking may be the

spirit of F to show the playful environment of the Home.

Mat
23

A big green tree with
fruits which its root is
the SW.
Relationship important
enough



My relationship with the SW is important enough

MEMO: The tree which covers all the paper shows a child who is extravert, enthusiastic, and very generous. The fruits express that her inside world is rich emotionally with a generosity against the others.

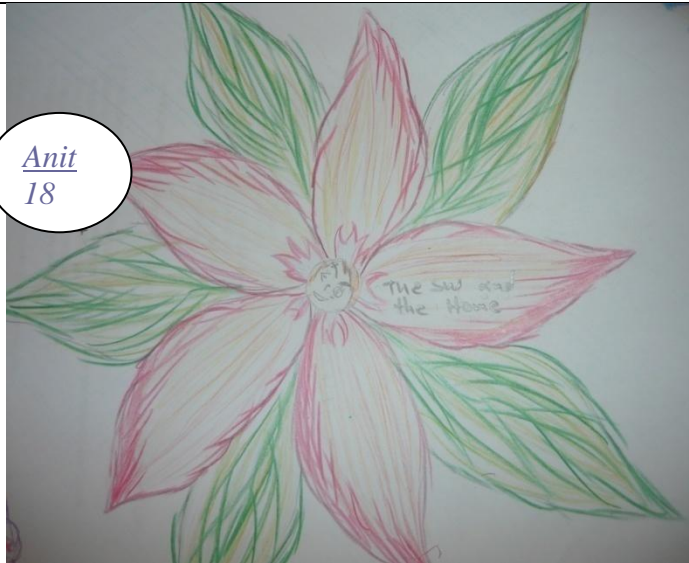
The roots mean a strong attachment with the maternal figure from which the child draws assurance and proudness.

(Crotti, Magni, 2003, p. 116, 118, 123)

Here Mat elucidates that the roots is the SW and supports by this way that she draws these feelings from the strong attachment with the SW and she also owns the above beautiful emotions to her.

The Home is a big colorful flower and the center is a face and it is the SW.
Relationship very important.

Anit
18



My relationship with the SW is very important.

MEMO: Anit drew artfully the Home as a flower and the center of it is the face of the SW.

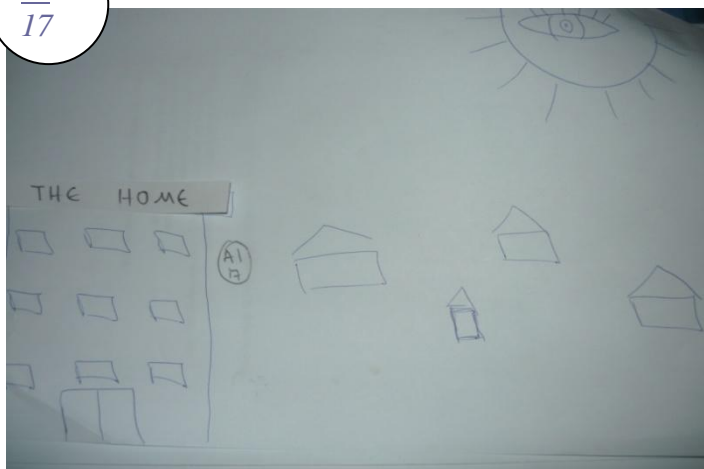
The feelings that are revealed for the Home could be sensibility, pureness, beauty and simplicity.

When we watch a flower we feel happiness, and we have the sense of blooming, of growth, of life.

In the center of the flower there are the pollen grain, the stamens, there it is the heart of the fertility. It is the center of the birth of a new fruit. It is the point from where everything begins.

Thus in rate with the SW the latter is the person from who everyone begins a new life in the Home. It is the center of the Home and Anit's as well.

Al
17



The Home consists of a big building and smaller spread buildings. A sun with a big eye.
Relationship absolutely important.

My relationship with the SW is absolutely important

MEMO: The windows reproduce the child's ability to see

the outside world from inside of the home. It is an indication of the way of child's communication in connection with the behavior's rules, limitation and prohibition of the family.

Here the windows are open which mean the opening of the child to the world without fear. (Crotti, Magni, 2003, p. 140)

The other smaller homes must be the precast homes that they were set besides the main building after the strong Athens' earthquake in 1999.

Over all these, there is a sun with a huge eye. It is the father's figure who watches and protects with an extra caution once he sees everything from his side and with his good sight.

Her feelings for the SW expressed by a purple flower
Relationship little important.

Ane
18



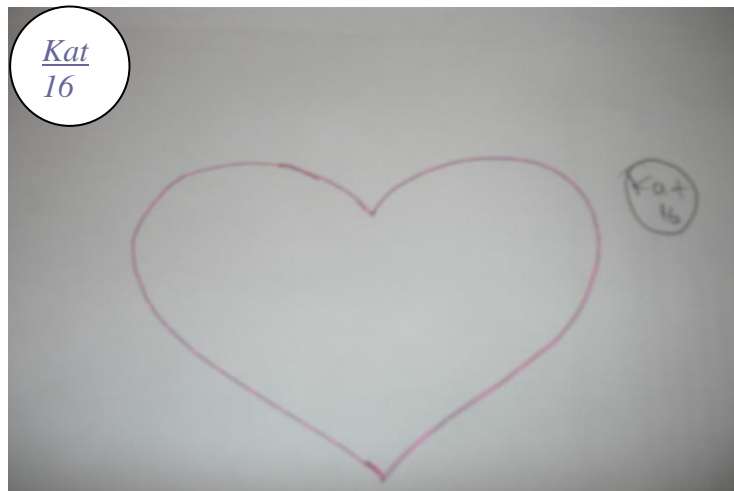
My relationship with the SW is little important

MEMO: A flower which is bending shows connatural elegance-as the lines of her drawing are- and determinative will for independence.

The relationship with the SW consists these feelings
The lilac color shows modesty and sadness. (Crotti, Magni, 2003, p.99, 117).

Feelings of love expressed by a big heard
Relationship absolutely important.

Kat
16



My relationship with the SW is absolutely important

The SWs two smiling ladies with flowers in their hands.
Relationship important enough.

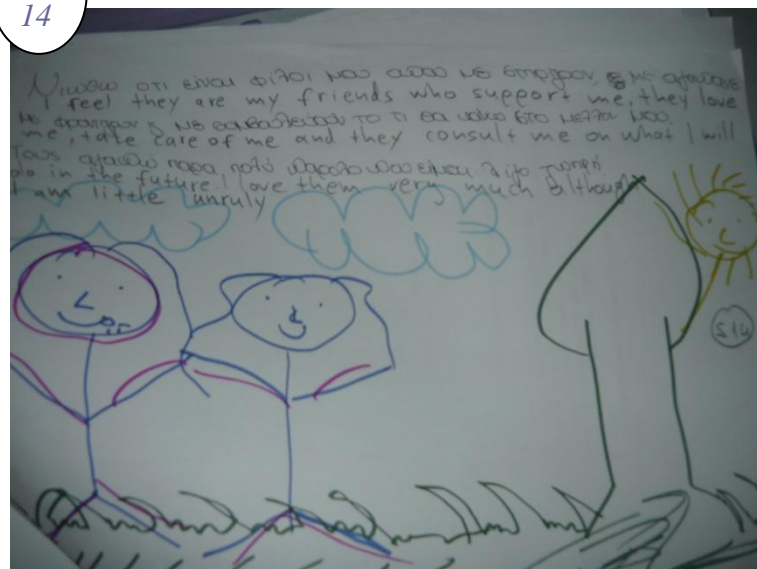
G
13



My relationship with the SW is important enough
MEMO: Two ladies who have big opened eyes which symbolize the desire to see. (Karella, 1991, p. 27) It may be G perception that the SWs see her.
The smile and the hands which are holding the flowers could be their offer to her. Beautiful flourish gifts which are the feelings between child and SWs.

S
14

Two people holding by hands in a shiny green environment.
The SWs friends, supporters, counselors, carers.
She loves them and sees relationship absolutely important.




She wrote: "I feel that they are my friends who support me, love me, take care of me and consult me on what I will do in the future. I love them very much although I am little unruly."

My relationship with the SW is absolutely important
MEMO: The cypress represents a thoughtful child with

	<p>impressing aesthetics (Crotti, Magni, 2003, p. 117)</p> <p>The clouds over the girls' heads may image that finding of her inability to be obedient.</p> <p>For S there is love from both sides and she may feel that although she is naughty the SWs are still there for her.</p> <p>Neglectful parents can't stand children who are not easy to be handled exactly because they aren't in a position to handle anything.</p> <p>On the other hand many children are unruly in order to grasp parents' attention. If the latter don't pay attention or they get angry more and more, the children realizing that their plan didn't work, try harder the naughty behavior and so on. Then the parents find the excuse to justify that the bad relationship is owed to children's intolerable behavior.</p>
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Children that have left the House

<p>Received help from SWs in: School progress, confrontation of specific problems, relationship with parents. Relationship played a role No bad experience Best experience: The discussion. In the Home, SWs substitute the parents Now, SW represents a person with who she can talk.</p>	<p></p> <p>When I was in the Home the SW helped me in the management of specific problems that I was facing; in my relationship with my parents; and in my progress in the school and in my education in general.</p> <p>Yes my relationship with her played a role in receiving the help</p> <p>I don't have any bad experience with her, on the contrary my best experience was the discussion we were having on my problems. You see I couldn't talk with my mother and I was discussing with the SWs. They were like my parents. The SW was a parental substitute.</p> <p>Now, the SW represents for me a person with who I can talk freely for everything that concerns me and ask for her help.</p> <p>MEMO: The need of the children to communicate with their parents and especially with the mother figure is necessary not only for the children's socialization which the first steps take place through the communication with the mother, but also it is important for their emotional fulfillment.</p> <p>H and D not having this opportunity, they substituted this important mother's part with the SW's role. For that reason their relationship with the SW became paternal.</p> <p>Now that they are adults, the SW became for them a person with whom they can talk: "A friend" for D and "a person with who I can talk freely" for H.</p>
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<p>Received help from SWs in: Adjustment, confrontation of specific problems. Relationship played an important role. No bad experience Best experience: The group & individual discussion In the Home, SW represents a substitute of parent. Now, SW is a friend.</p>	<p>Thus the relationship and the representation of the SW in these children's life have been adding a missing part of their life; that of human's contacts and communication.</p> <p style="text-align: center;"><u>D</u></p> <p>The SW helped me to confront specific problems that I faced. She also helped me in my adjustment in the Home. Yes our relationship played an important role. I didn't have bad experience with her. My best experience was the discussion on my problems and the meetings of the age-mates' team with her. What did she represent then? She was a parent substitute, she was like second mum. Now she is like a friend.</p>
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Social workers' opinion

<p>Expressed feelings in a relaxed atmosphere They prefer a natural way in everyday contact to express themselves. Represents for the children herself.</p> <p>Helping the expression of their feeling. They prefer the personal meetings to be expressed. SW represents an important space between the life in home and after it.</p> <p>Expressed feelings in a camp after a long absence from Home. Expressed their love & care</p>	<p>SW1</p> <p>The children expressed their feelings for us in a evening drive when a atmosphere helped to relax. They do that whenever the opportunity is given and they do it with a natural way during the everyday contact with us. I think that I don't represent nothing more for them than my self.</p> <p>SW2</p> <p>The expressions of their feelings for us are very often because the children are helped by doing this They do it during our personal meetings With a natural way. I think that I represent an important middle space in their life from their home to their rest of their life.</p> <p>SW3</p> <p>The children expressed their feelings by a very revealing way one summer when they were in a camp and they had a long time to see us. They were very happy for</p>
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<p>SWs precious people to them.</p> <p>They prefer drawings, the conversations & everyday's opportunities to be expressed.</p> <p>SW represents a person of trust & security.</p>	<p>our visit and they showed how they had missed us.</p> <p>There are other moments as well, when they express their love, their bond with us. They also show care to us. It is like the SWs being very precious persons to them.</p> <p>The ways that they like to express their feelings for us are mainly drawings.</p> <p>They also bring this theme up in our conversations, and to the specialists with who they talk.</p> <p>Finally in their everyday life in specific times where they are relaxed, like play, lunch time etc.</p> <p>I represent for them a person with whom they can feel secure, to based on if the have a problem and of course to trust.</p> <p>MEMO: All the SWs of this Home refer that the perfect time of children's feelings' expression about them is when they feel relaxed and during daily habits and activities in the Home like drawing, play or lunch time, and rides.</p> <p>The example of the camp shows that the children appreciated SWs more when they were apart from them for a while. The better point of view about the relationship may be characterized as more objective than other times because it was formed while the children were apart from the SWs. They could see and think clearer and without any daily influence from the SW's presence.</p> <p>The SW represents a person, who inspires secure, and trust and it is obvious that the children like this to exist in their deprived life. They also like to show their "care to" the SWs.</p> <p>Moreover the SW2 by saying that they represent a "middle space" in their life she is assimilated with the SWs of E Boy's Home who said the same describing this space as a "bridge"</p> <p>This middle space "breaks" the vicious cycle of abuse-neglect because it gives to the children an opportunity to experience a different relationship and by this way to think that the abusive parental relationship isn't the right one. Hence there isn't any reason to behave by the same way to other people and to their children in the future.</p> <p>The SW1 supports that the only thing that she represents for the children is her self.</p> <p>She is not substitute, or a representation of something else.</p> <p>This may mean that the children like her clearly</p>
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	through her role of the SW and nothing else which shows that she is honest, pure and certain on what she says and does. Having these virtues she gains them and for the children but also for her nothing more is needed.
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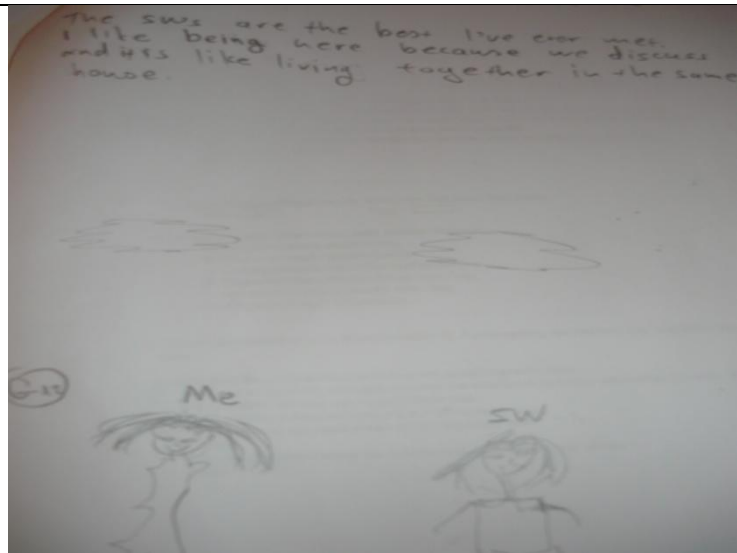
B. Girls' House

SW professional Relationship not so important SW helps to solve problems feel at ease	<p><u>K</u> 14</p> <p>The SW is a professional for me. I mean she has studied and she has worked on that field For me is not so important; I don't have a problem to tell her how I feel. Simply she helps me to solve some problems, to feel at ease, and then it is like not had this problem ever...</p> <p>MEMO: K is very specific about the relationship with the SW. It is "simply" and clearly professional. She acknowledges the SW's qualifications and she is certain that by these and through the relationship some problems "can be solved and feel at ease"</p> <p>It seems that the reason of the contact is accomplished because she feels in the end that the problems are "like she not had it ever"</p>
SW is good, helps in problems' confrontation. Relationship important enough.	<p><u>A</u> 13</p> <p>The SW is very good for me. She helps me to confront some problems which bother me. I can also go to her and talk about them. I can't say more because I don't know her for a long time. I think that our relationship is important enough.</p> <p>MEMO: Although A doesn't know the SW well she has clarified what they do together. She must have seen something in their relationship and for that reason she characterizes it as important.</p>
SW important role to social life. A counselor for right decisions. Influences to the decision of becoming a SW	<p><u>D</u> 18</p> <p>The SW has been playing a very important role in my social life and in my life in general. Due to her advice and her interest for me I became more careful to every aspect of my life. She persuaded me to choose with extra care and with a mature thought How she influences me can be seen from my decision to study social work. This</p>

<p>Met SW that didn't worth</p> <p>Trusts the SWs to express her feelings.</p> <p>SW felt like specialists who solve problems</p> <p>Most important SW encourages</p> <p>Feels relief even has the SW near her</p> <p>SW felt rare & precious</p> <p>Wishes to be like them</p> <p>Relationship very important because she sees herself and the world and her placement in it.</p>	<p>decision "stuck" in my head from the first moment of my collaboration with her. I observed the way she was working and handling the things and I liked it. Though in the years I have been staying here I met specialists who weren't skillful. Fortunately I met few of them. I am so happy having people who have studied on humans and their feelings, so I can trust them for my emotional issues. It is really so important that there are such specialists who have the ability just with one simple talk to support the people When I talk with the SW I feel that my problems are solved at the same time. The most important thing is that she helps me to achieve my goals, she supports me and encourages me. This is the most important for me.</p> <p>I feel relief even when she is just standing near to me. I know that when something troubles me she will see it and she will tell me: "Don't worry I am here" I am so proud for her. These people are rare and precious, the world becomes better with them.</p> <p>I hope one day to be in their shoes and the people recognize my work and my interest for them and their feelings.</p> <p>My relationship with the SW is very important because due to it I grew up and I learnt how I should see myself and the world. I also learn many things about how I should be stand on my feet when I will leave from here.</p> <p>MEMO: The SW's interest and her advice to D have been the motive power for D to be careful and make her think with care and mature though. She decided to become a SW and that owns it to the influence of the good way of the SW's work. It can be seen the influence of the relationship in many aspects in D case.</p> <p>In her character: she became careful and she has been thinking since then with a mature way.</p> <p>In her decision for the future: She concluded in her decision to become a SW "just with a simple talk" with her.</p> <p>With the SW's support and encouragement her current life in Home is affected. She feels secure and relief hearing from the SW "Don't worry I am here."</p>
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<p>Shares secrets with SW Relationship very important.</p>	<p>Characterizing the SW precious not only for her but also for the world dignifies her in a very high level. The relationship also influences her opinion about the people. The figure of the SW became an excellent example to follow. “I hope one day to be in their shoes” and a standard for comparison for the unskilled specialists who disappointed her. Finally it influences her emotions since she learnt about herself “learnt how to stand on my feet” which means that she has obtained self confidence and a good self esteem.</p> <p><u>Dion</u> <u>13</u> I am getting along with Mrs. A.(SW) I share all my secrets with her. She is very good. My relationship with her is very important.</p> <p>MEMO: Sharing secrets in a relationship means that there is trust for confidentiality. The fact that the SW made her be opened means that the child felt comfortable and secure. Thus the relationship here influences the confidence to feel, to trust, be opened and socialized. All these are precious virtues especially for a child who came from a family where the exactly the opposite was favored.</p>
<p>Relationship absolutely important Loves her very much.</p>	<p><u>B</u> <u>10</u> My relationship with the SW is absolutely important The SW is a very good lady. I love her very much. (she wrote her name) I LOVE YOU VERY MUCH MEMO: The phrase with the capital and bold characters denotes not only her feelings but also the degree of them. Thus it is very expected after such a bond to entitle the relationship as absolutely important</p>
<p>SWs best she ever met. Feels them like living in the same home. Relationship important enough.</p>	<p><u>G</u> <u>12</u> She wrote: “The SWs are the best I ever met. I like being here because we discuss and it is like living together in the same home.” My relationship with the SW is important enough.</p>

The SW beside the girl.

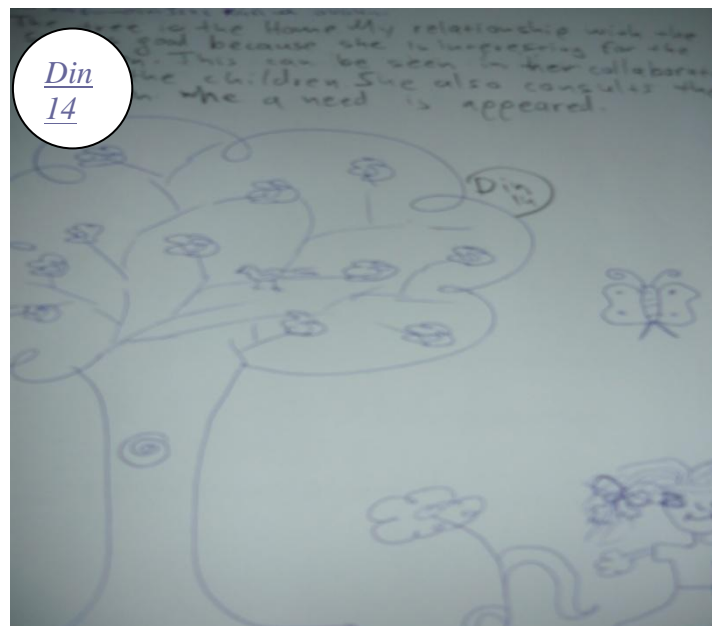


MEMO: The relationship is placed in the same home which could mean that it is much closed, that they are spending a lot of time together, that it is dearest “the best I ever met”, and probably it is a maternal relationship once G is a child and the SW is an adult. Though the clouds over their heads could mean that there are a lot over their head to solve out. G may like to say that the things that the SW and she have to deal with in the new environment are many.

Sees the Home as a tree with flowers

SW interests for children

Relationship very important because SW advices.



She wrote: “The tree is the Home. My relationship with the SW is good because she is interesting for the

	<p>children. This can be seen in the collaboration with the children. She also consults the children when a need is appeared.”</p> <p>My relationship with the SW is very important because she advises me and she mentions good examples so we could follow them.</p> <p>MEMO: The tree with a knurl on the bole symbolizes the child’s need for protection and cogitation and also a strong bond with the mother. A child with rich emotions who draws emotional fulfilment from the family memories. The flowers under the tree express sensibility, imagination, and sweetness (Crotti, Magni, 2003, p. 118, 119).</p> <p>Since Din interprets that the tree is the Home means that she is attached with it. Among the persons who compose the Home is the SW. Din not only by her words but also by the picture she disclosed that Din has a strong bond with the SW and she fosters deep feelings for her. That which is looking from her is protection.</p>
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Social workers’ opinion

Children expressed their agony for the placement of the SWs	SW1	There were sufficient times that the children revealed themselves positively. The most impressing was 3 weeks ago when the children expressed their agony for the future of our placement in the Home and they wondered how it would be if we leave.
Felt unprotected in case SW leave.		They also worried about what they would face from the permanent staff if we would go; who would be there for them to support , to comprehend and really care for them. They felt unprotected.
Way of expression the everyday contact		The way they choose to express themselves is usually the everyday contact in the Home, and also with a conversation. They like to speak about their feelings for us whenever they need to talk and be relieved
SW represents a good model of honesty’s & objectivity’s.		I believe that I represent a good model for the children. I try to be fair, objective, and show the same interest to all children
Many way of feelings’ expressions	SW2	There were many experiences of children’s feelings expressions for us. They were written or figured. These feelings become

<p>Agony for SW placement</p> <p>SW represents a good example</p> <p>Many children want to follow social work.</p> <p>Example of a self-contained girl who expressed love & appreciation. SW person of fairness, trust.</p> <p>SW represents a person with who they can talk, and tries hard to help them.</p>	<p>stronger when my work contract with the Home is closed to finish. Some of them even cry and say that they love me and they don't want to leave, and they wonder what they are going to do without me. I think I represent a good example in the most of the children. The proof of this is that many of the children like to study social work and follow the way by which I work.</p> <p>SW3 There was a girl once who didn't like to open herself. She needed a long time to trust me but even then she was very self-contained. Although she wrote a letter before she left in which she confessed her appreciation, and love to me. She considers me fair and a person who you can be trust Since then we have very often contact. She trusts my consult as she hasn't anyone in her life. I think that I represent a person with who they can talk freely anytime they wish knowing that they will receive help. In addition they know that we will try hard to find a solution to their problems.</p> <p>MEMO: Both of the SWs raise the point of the stability of the SW's position. It seems that the bond between the children and the SWs is very strong; the children are reliant on it and they worry that a very important part of their life will be lost. They may connect this fact with the first lost of their parents and feel disappointed. They may even feel that they will be abandoned. The hardest is that they will loose the persons with whom they were talking their personal issues for which it took them a lot of time to be opened. The emotional completeness will be in jeopardy As it was mentioned many times by the children, the persons that "they were there" for them they are going to be missed; or as other children stated, the persons from who they were availed just only by their presence, they won't be there. Almost all the beneficial offers from the SWs to the children will be lacking and for that reason they are afraid. Both of the SWs believe that they represent a good model for the children. That is the biggest need for children once their parents who it was supposed to be</p>
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	<p>the good examples were failed.</p> <p>In addition another factor that influences the relationship is the fact that the SWs “try hard”. The latter impresses the children who saw from their parents exactly the opposite.</p> <p>The experience of a different and a better picture of adults is an opportunity in children’s life so that the vicious circle of abuse to be broken.</p> <p>The fairness seems to play an affective role to the content of the relationship. It is very clear in the example with the child who was so difficult for her to trust and be opened that the SW3 brought.</p> <p>With this example, the SW3 gives another point of view for the matter of stability of the positions that the other SWs mentioned.</p> <p>Although the child was gone from the Home the bond SW’s and child’s was born and continued after the latter’s leaving. This enforced the matter of the quality which has been said by the children in other categories</p> <p>The quality of the offer made the girl to change her mind and not the duration. If it was otherwise the girl’s leaving would be the end of something that it had been started silently but it was receivable and expressed after she was gone.</p>
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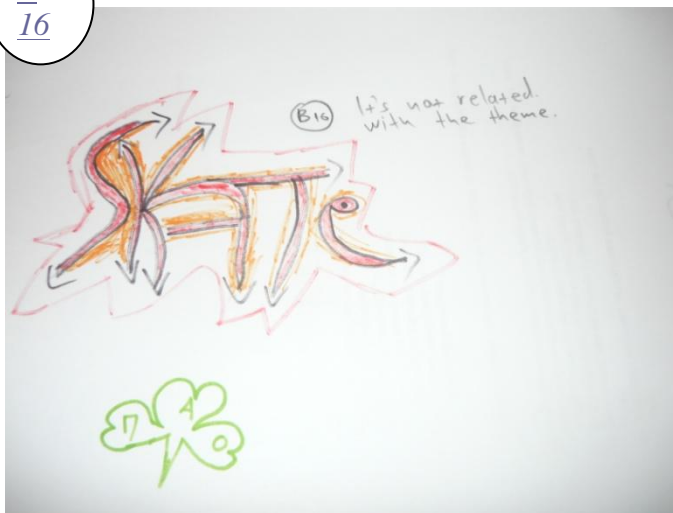
C. Boys’ House

<p>The SW is everything</p> <p>Subject f drawing: A Home</p>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <u>G</u> 15 </div> <p>What is the SW for me? He is everything to me. He has done everything for me.</p>  <p>MEMO: The statement that “he is everything” is well rounded concept. The SW is G’s family, friend, father</p>
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Relationship important enough
Subject: graffiti

who is ready to do everything for him even to be sacrificed.
G was the first boy of this Home who accepted to take place in the interview. Though he considered that it was pointless to answer the questions of the interview while he was showing by his way and his above phrase that the entire issues were concluded in “the SW is everything”

B
16



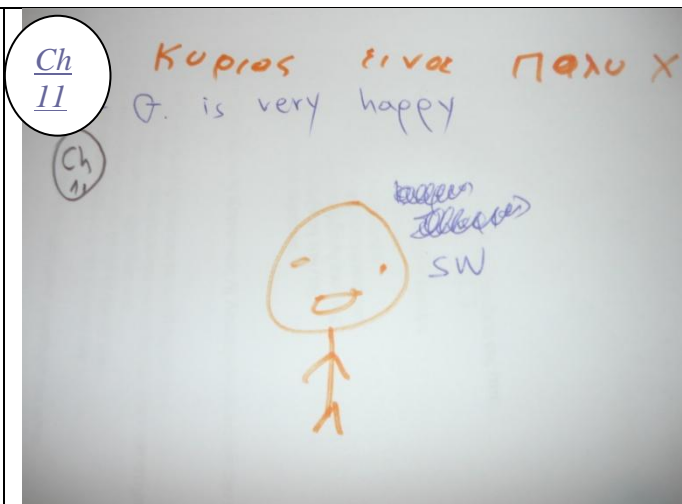
(The drawing is not related with the theme)
My relationship with the SW is important enough.

MEMO: According to Malchiodi the teenagers used to draw cartoons or caricatures as themes of a drawing “...it is possible that they will prefer to draw a character from cartoons or comics in order to feel more comfortable with their sketches. “(Malchiodi, 2001, p.137, 139).

Here B feels comfortable drawing his favourable graffiti in which he may be good at.
It may be said that he has the same easy contact with the SW.

Relationship very important
Subject: A happy man

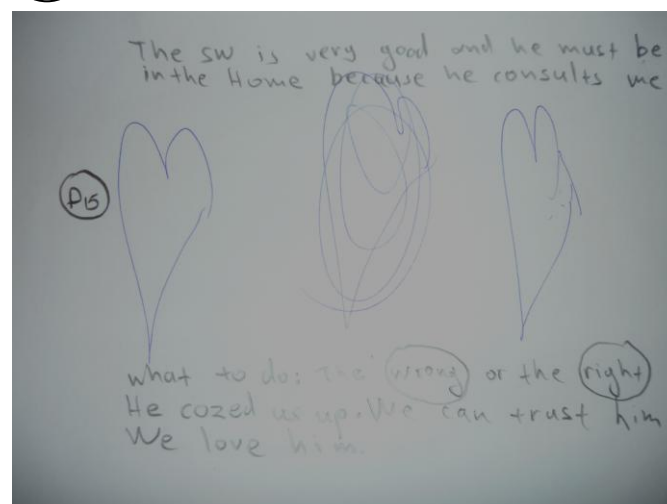
The SW is
counsellor, trustful, lovable
Subject: Two hearts



My relationship with the SW is very important.

MEMO: When the head is big illustrates person's demonstrativeness. (Crotti, Magni, 2003, p. 100) In a connection with his comment that the SW is very happy it could be said that he feels the SW as an open-hearted in their relationship which helps him to feel peaceful and comfortable.

D
15



He wrote: "The SW is very good and he must be in the Home because he consults me what to do: the wrong or the right. He cosies us up. We can trust him. We love him."

MEMO: The two hearts and the words of D reveal that his relationship with the SW is devotional. With the circles around the words wrong and right he shows that D has a big need for guidance and the SW is the person in the Home who provides it. Exactly the same offer of the SW about the distinction

Relationship important enough
Subject: A field with two people playing

of the wrong from the right was met in E from A Girls Home.
My relationship with him is absolutely important



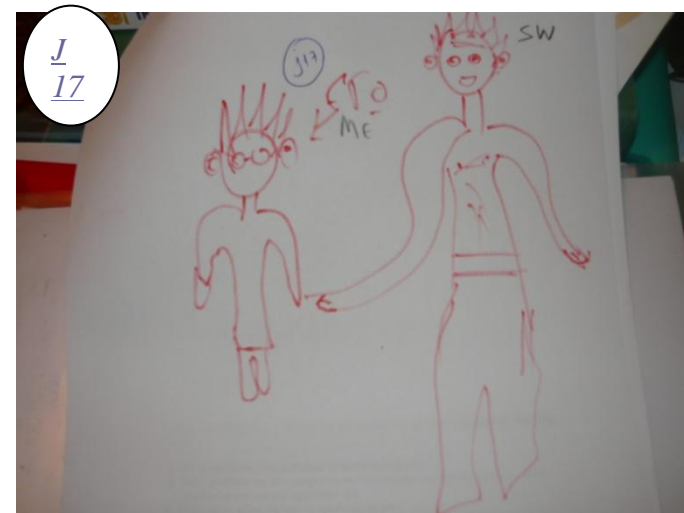
My relationship with the SW is important enough.

MEMO: It is very clear that M experiences his relationship with the SW in the field playing football. They share together moments of joy, exercise and bonding.

Relationship important enough


My relationship with the SW is important enough
(He didn't want to draw or to write anything.)

Relationship absolutely important
Subject: The SW holding by the hand the child



My relationship with the SW is absolutely important.

MEMO: Two persons holding by their hands. The child is without mouth which means that he has emotional incompleteness and it also expresses the

Relationship very important	<p>need to be fed amply. (Crotti, Magni, 2003, p.100, 101)</p> <p>The SW holds him by the hand which may mean that he is the one that now feeds him.</p>
Relationship important enough	<p><u>Chr</u> <u>11</u></p> <p>My relationship with the SW is very important. (He didn't want to draw or to write anything.)</p>
Relationship important enough	<p><u>C</u> <u>19</u></p> <p>My relationship with the SW is important enough. (He didn't want to draw or to write anything.)</p>
<p>Relationship important enough</p> <p>Subject:SW and the chid as homes</p>	<p><u>K1</u> <u>1</u></p>  <p>MEMO: The SW and the child are presented as two separated homes. The home-SW has a closed door with a handle and he can be seen. He is extravert ready to be open to others. (Crotti, Magni, 2003, p. 139) The child -home has no windows which represents a child who is unable to accept the reality.</p> <p>K to the category "management of problems» mentioned that he has enuresis which is the cry of the bladder. Not unlikely K would like to cry about everything that was happened to him(He comes from a very problematic family the members of it are many children who grew up in Homes and the parents are indifferent)</p> <p>Many birds are flying over the homes, trees and</p>

	<p>flowers are between the homes</p> <p>It is obvious that K is sad but he has hopes and sweet feelings for the environment that he belongs now (the birds and the flowers declare that) and he feels the SW as a fortress ready to help his small weak home which is without voice to express his pain.</p>
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Social workers' opinion

<p>The SW paternal figure</p> <p>Ways of expression</p> <p>drawings, in the everyday life in the Home</p> <p>The SW person that they can trust</p>	<p>SW1</p> <p>They mention often that they feel me as a father, as a big brother. I am a person who supports them and he is worthy to love him.</p> <p>These feelings are expressed by drawings, narrations and by a very natural way during our everyday in the Home.</p> <p>The SW is a person to who the children trust their lives and their adjustment in the Home.</p> <p>MEMO: The SW is a paternal figure which appears to be a strong one since the children feel for him that he worth loving him and they trust their lives to him.</p> <p>The same feelings were revealed from the children of the Home which proves that the bond it really exists so strong and that the relationship influences their emotional condition very positively.</p>
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D. Boys' House

Relationship very important
Subject of drawing: A home
between the mountains



Th
14

My relationship with the SW is very important.

MEMO: Th drew the Home and we can see through it the dining room and the window of an attic. "The attic in a home shows a child who is confined and he likes to take refuge in attic so he can travel with his imagination". (Crotti, Magni, 2003, p. 137)

The huge mountains that surround the Home present the confinement that he feels.

As it was seen in all categories Th can't accept that he is staying in a Home and he is apart from his family.

He feels sad without having any comfort. The latter is revealed from his drawing as well.

Though the flowers in the top of one of the mountains shows that he has a little hope to feel better

Relationship absolutely
important
Subject of drawing: The boy
with the SW. The SW a
dearest person.



T
11

He wrote : "I see her and I feel that I start a new life"

He also wrote: "When I saw for first time the SW I felt joy, happiness, I would like to hug her and to draw a picture for her so to make her feel nice."

<p>Relationship absolutely important For the child's progress Without the SW the things difficult</p> <p>The SW encourages, consults to try harder, shows what is wrong/right The SW is important in his</p>	<p>My relationship with the SW is absolutely important.</p> <p>MEMO: The SW informed me that T has types of compulsive disorder's and "rocking". The harsh intense lines in his drawing are indications of his disorder. Though his feeling are very sweet and tender. He has completely left himself to feel the bonding with the SW. She is a new start for him a good one which will give him "joy and happiness" and a hug to roost in.</p> <p><u>D</u> <u>16</u></p> <p>The SW has helped me very much in many issues which regard my life in the Home. She plays an important role to my progress at school and my family. Without the SW I wouldn't have anyone to talk about my problems. Hence without the SW the things would be very difficult for me. My relationship with the SW is absolutely important</p> <p>MEMO: The lack of the opportunity to share the problems would be for D something difficult. The fact that there is the SW who is there to listen and help him makes him feel that the relationship is absolutely important. The progress at school plays an important role in children's' life and it is met and in S below. The SW encourages the children to "try harder and never give up". The neglected children are characterized by defeatism and negativism for their abilities. The parents who are supposed to motivate and inspire them not only missed to do it but they may also do the opposite, decreased children's confidence for progress and success. They may emotionally abuse them by saying that they don't deserve anything. Thereby the children found to the relationship with the SW a vital piece of their self completeness not only for their life in the Home but also for their future.</p> <p><u>S</u> <u>14</u></p> <p>I believe that my relationship with the SW is very good. I mention this because when we discuss she encourages me for many things, like on</p>
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life

my progress at school. She also consults me like to try harder in my life and not give up. She also helps me in my adjustment in the Home and she shows to me what is good and what is wrong. I believe that the SW and my relationship with her is important in my life in the Home.

MEMO: S and Dm below identified with each other saying that the SW helps them to perceive “what is wrong and what is good” for them and avoid “things that harm”

Neglected parents can’t show to their children the right path to move on and the “traps” that may meet. For that reason they feel unprotected, unsure, disappointed and easily captured by these “traps”

Here the SW tries to show how children will continue their lives by consulting them encouraging them and as K presents by “getting the things better for them”.

Relationship absolutely important

Subject of drawing: The yard of the Home and the SW with the children



My relationship with the SW is absolutely important

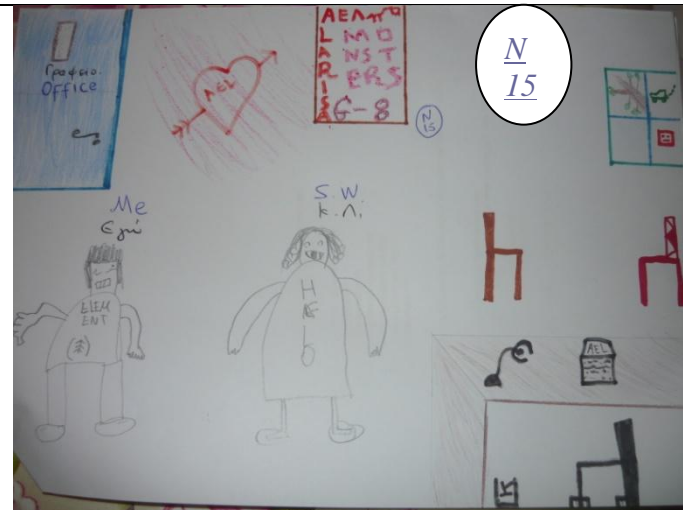
MEMO: The Home is like a castle which symbolizes the power, the wealth and the imagination.

The fields and the office of the SWs are the most favour places for the child who must spend a lot of his time there. The human’s figures are the children, friends of AI’s and the first person in the line is the SW. It appears that she is the guide, the protector who traces the course in order to anticipate the children for danger.

Relationship absolutely important

Subject of drawing: The office of the SW and the

boy discussing with her.
Posters on the wall



My relationship with the SW is absolutely important
MEMO: The scene is the office of the SW. On the wall there are posters that probably N likes; one which says LARISA G-8 it is a football team.

He drew himself like a character of cartoons for teenagers once it is written on his blouse "element"
It seems that he transferred things that he is fun with in the office of the SW.

This may mean that he feels the office -and probably and the relationship- to whom the office belongs to, as something very much familiar, like his room on the walls on which he can hang his favoured posters.

Relationship important enough
Subject of drawing: The office of the SW two people discussing



My relationship with the SW is important enough.

MEMO: The office of the SW again with two people sitting and probably discussing. The pastel colours that he used represent rich sentimentality, sweetness or and shyness.(Crotti, Magni, 2003, p.97)

It could be said that these feelings dominate for the relationship. It is the way that the child is experienced the relationship.

Relationship important
Subject of drawing: The office of the SW

Relationship important due to help for the education
Subject of drawing: The SW is a cat and the boy is a monster

Sn
16



My relationship with the SW is important enough.


MEMO: The same scene of the SW's office with two persons to discuss. In the top and with capital characters the name of his favour football team
The boys bring in the relationship with the SW and in the place where they find each other their favour occupation preferences like football teams, heroes from cartoons etc.

B
15



My relationship with the SW is important because she helped me to begin the school, the tutorial school and I thank her for that.

MEMO: The SW is a cat. According to Crotti and Magni the cat symbolizes a person who is thoughtful and at the same time cunning. It disposes intellectual curiosity, and verbal wit which allows him/her to overtake positions of democratic leader. (Crotti,

<p>Relationship important she helped him to achieve and to dealing problems</p>	<p>Magni,2003, p.62) Probably that is the opinion that B has for the SW. The verticilate line, like a lightning line may be a barrier between the SW and him which means that there isn't any created bonding yet. His figure as a monster may be a figure from a cartoon but it also can image his anger or a hidden aggressiveness; his aim to be appeared very frightful and for that reason undefeated.</p>
<p>Relationship important enough Subject of drawing: Hands raised to the sun</p>	<div data-bbox="622 571 726 705"> <p><u>K</u> <u>19</u></p> </div> <p>The SW is important for me because without her I couldn't do the things that I have achieved so far. In general when I have a problem and I am enrage due to some things or due to myself she comes and helps me and gets the things better for me. Our relationship is important enough.</p> <div data-bbox="622 918 726 1052"> <p><u>Ba</u> <u>13</u></p> </div>  <p>My relationship with the SW is important enough</p> <p>MEMO: The sun symbolizes the fatherly figure. The hands are like asking its warmness. The child sees the SW who is a woman a dynamic and vivid role and he is asking from her protection, and warm feelings.</p>
<p>Relationship very important Subject of drawing: Two</p>	

hand holding with eachother

J
14



Relationship very important
The SW a consuler

Dm
15

My relationship with the SW is very important.
MEMO: Two hands in a vertical position which may mean that the one hand tries to draw up the other. The relationship is an effort of the SW to exalt the child.


Relationship very important
Subject of drawing: A boat in the sea.

G
14, 5



Relationship very important

My relationship with the SW is very important.
MEMO: According to Crotti and Magni the message that a child likes to send with a ship travelling on the waves is his/her need for lullaby from the 'maternal waves' The child is very sensitive and he needs to calm him down(Crotti, Magni, 2003 p.58)

<p>Subject of drawing: A tree with fruits</p>	<p>The SW is a maternal figure from who the child needs and probably receives tender gestures.</p> <div data-bbox="624 331 1302 831">  </div> <p>My relationship with the SW is very important. MEMO: The tree with the fruits is the relationship and a bond which bears richness in the provision of happy and nice feelings</p>
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Children that have left the House

<p>Old enough to accept help Best experience the time out & excursion SW represented an acquaintance Now nothing</p>	<div data-bbox="624 1171 708 1249"> <p><u>P</u></p> </div> <p>I didn't receive any help from the SW because I went to the Home old enough and I could adjust easily. Our relationship played an important role I don't have bad experiences with her. We were fine. My best experience was the time that we have together and play or we went excursion An acquaintance. I didn't have strong relationship with the SWs because they changed often. When I entered to the Home a SW left. What do they represent now? Nothing. MEMO: P didn't create any special bond with the SWs because they were changed often and he was old enough to need any particular help from her. Though he had only good experiences like the play and the excursions. The above amplifies the opinion that has already been said that the free relaxing time was not only a nice memorable time for the children but also it was the best time for them to be opened and expressed</p>
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<p>SW help a lot Only good memories form the time in the Home SW represented a counselor and now a person who manages practical thing</p>	<p>themselves. The fact that for P the SW was just an acquaintance while he was at the Home it could be connected with the fact that the SW doesn't represents anything now that he is out of the Home. He didn't want or wasn't able to bond with the SWs which would be a base for a current relationship.</p> <p><u>L</u></p> <p>The SW helped me in my adjustment to the Home; my relationship with her helped on this a lot. I didn't have any bad experience with her, I have only good memories and these regard my everyday life in the Home and my adjustment to it. She was a counselor for me then, and now she is a person who manage practical things for me.</p> <p>MEMO: For L the SW was a counselor and now she is a person who manages practical things. The life of children who left from Homes isn't easy because the most of the times they have to manager the things by their own. Thus it is a relief for them to have the SW who was a counselor when they were at Home to help them to solve things which may be worn or very important.</p>
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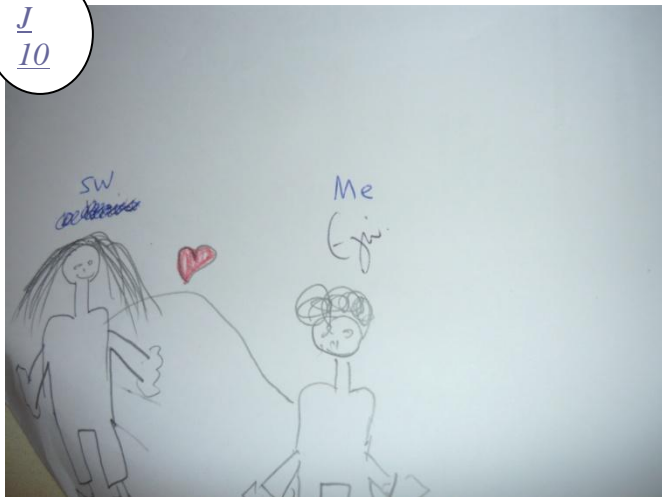
Social workers' opinion

<p>The younger like to hug her/ the older talk and draw. The SW represents a person to refer to.</p>	<p>SW1</p> <p>The younger children hug me while the older come to my office and draw or they aim to talk with me often. I constitute a connection between then and their family. Exactly because the social worker is the first person they meet with entry, for most of them I represent a person of reference.</p> <p>MEMO: The young children express their need for affection by hugging the SW. This also means that the SW is a loveable person and she has showed that she wouldn't reject them. As other SWs mentioned she represents a connection between the children and their parents. When the children know that they haven't been totally</p>
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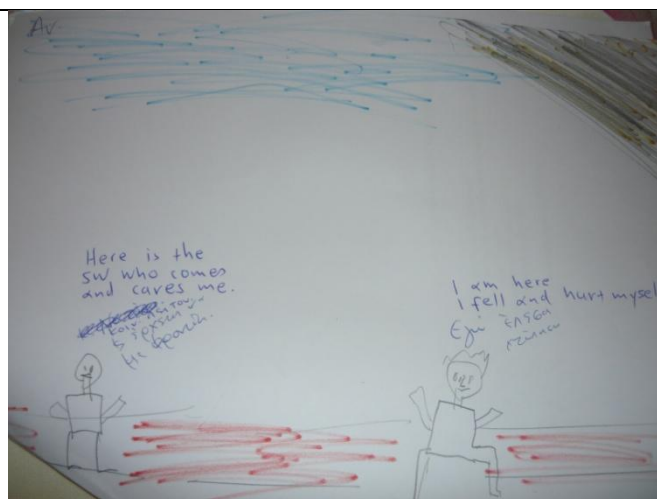
	<p>separated from their parents and that they are in a place temporally until they could stand on their feet they feel reassurance; this also comprises a vital intervention for their healthy emotional condition.</p> <p>The most crucial is that they feel that in this place they are surrounded by persons who really care and that they ready to accept hugs.</p>
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E. Boys' House

Children who are in the House

<p>Relationship absolutely important Subject of drawing: The SW & the child a line connects them with love.</p>	<p><u>J</u> <u>10</u></p>  <p>My relationship with the SW is absolutely important. MEMO: The SW and the boy are connected with a line and over it there is a heart which symbolizes the love between them. Their relationship is loving</p>
<p>Relationship very important Subject of drawing: The child hurt and the SW comes and takes care of him</p>	<p><u>An</u> <u>8</u></p>

Relationship very important
Subject if he would draw:
The office of the SW and
him talking



My relationship with the SW is very important.
MEMO: The drawing is like a scene of a play. The boy has fallen and he is hurt; the SW is coming to help him. He figurates the fact that the SW is near to him in every case like in this difficult position that he is now. Thus the SW is a protector and a very caring person in An's life. It is very positive for him that he feels the SW by this way because he is only 8 years old and he shows with the most picturesque way his need for the adults care.

Relationship very important
Because due to her he has
friends

St
10

(He didn't draw but he said that he said that I asked what he would like to draw about his relationship with the SW, he said: "I am thinking the office of Mrs. N. and me and her talking.")

My relationship with the SW is very important.

MEMO: Although St didn't want to draw he had a very clear idea of the picture he would like to present. He and the SW in her office talking.

The SW is connected with the discussion probably on the issues that troubles St.

T
12

Relationship absolutely
important



My relationship with the SW is very important because I wouldn't have friends if she wasn't here.


(He didn't like to draw or write).

MEMO: T connects the importance of his relationship with the SW with the fact that due to her role he obtained friends.

When a relationship is honest and enforces the sociability of the children makes then the creation of other relationships easier. This is happening because the children's confidence to be among people and to be connected with them is amplified.

Al
10, 5

<p>Relationship absolutely important Subject of drawing: Two flowers which are given to the SW</p>	<p>My relationship with the SW is FINE and It is absolutely important. (He didn't like to draw)</p> <p>MEMO: The capital characters of the word "fine" emphasize the high degree of the intimacy between the SW and the boy.</p> <div data-bbox="639 517 1313 1021"> <p><u>Nt</u> <u>10</u></p>  </div> <p>My relationship with the SW is absolutely important. MEMO: The blue that he uses refers to calmness, peace and understanding and the green to satisfaction, balance, and hope. The flowers with which he represents themselves express sensibility, and sweetness. The boy presents these beautiful feelings to the SW. He feels the SW so close to him that he actually gives himself to her</p> <div data-bbox="639 1424 1351 1955"> <p><u>Ib</u> <u>8, 5</u></p>  </div> <p>My relationship with the SW is absolutely important MEMO: This picture is met again, the SW discussing</p>
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<p>Relationship very important Subject of drawing: Two flowers symbolize the SW and the child</p>	<p>with the boy. Ib experiences the relationship and he feels nice about it.</p> <div data-bbox="624 517 719 640"> <p><u>C</u> 8</p> </div>  <p>My relationship with the SW is very important. MEMO: Another boy represents himself and the SW as flowers. The blue color of the petals shows us that in the relationship there is calmness, peace, and communication.</p>
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Children who have left the House

<p>The SW offered emotional support Good experience the discussion At the Home SWs didn't represent anything They don't care Now the SW a friend</p>	<div data-bbox="624 1435 719 1514"> <p><u>G</u></p> </div> <p>The SW offered me emotional support. My relationship with her played a very important role. I didn't have any bad experience with a her. On the contrary the good experiences were the discussion that we have and my preparation of leaving. She didn't represent anything to me. I think that they don't help the children. They just care about their placement. It isn't their role for example to ask what is going on with the fancy piece? What they represent now? They are friends MEMO: G conflicts when one the one hand he says that he received help from the SWs and he didn't have</p>
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<p>The SW helped in handing the problems/school progress/adjustment Best experience: Time out of Home & the effort to feel nice daily She was a counselor Now she is person who cares and ready to help.</p> <p>SW help in many aspects of his life Good experience: Daily life & preparation of leaving</p>	<p>bad experiences and now they are friends with eachother and on the other hand he doesn't believe that the SW can help and the only thing that they interest in is their position. All this may be an indication of the weakness of the children who had adverse and abusive experiences to create relationships and to have a stable emotional and behavioral position. Thought it is pointed out an issue for first time, that of the children's preference of the professional way of SW's behavior and action. Although it would be more expected from the children to prefer a more freely way of intimacy, they choose to have near to them professional and responsible adults.</p> <p><u>P</u></p> <p>The SW helped me in the handling of my problems which I faced, in my progress at school and in my education in general, and in my adjustment in the Home. I don't know if my relationship with the SW played a role. I didn't have any bad experience with the SW. My best experience with the SW was the times that we get out of the Home me and the other children. In general the everyday life in the Home and the daily effort to adjust and be feel nice. She was a counselor for me. We had a good relationship. Today she is a person who cares and she is ready to help in any problem I face. MEMO: P has been benefited by the SW in his educational progress and his adjustment in the Home. His best experience was the time that they spent out of Home with the other children. The free time out of Home makes the children to relax and be more comfortable and for that reason the children enjoy it. When P was at Home the SW represented in the scope of a good relationship a counselor. Now she is a person who cares and she still uses her skills to help P to solve his problems.</p> <p><u>T</u></p> <p>The SW helped me in many aspects of my life in the Home. She also helped me in my relationship with the female sex, and in the preparation of my leaving.</p>
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Social workers' opinion

<p>The relationship is established. They expressed by drawings, discussion, in a natural way daily The SW is bridge between family and Home.</p>	<p>SW1</p> <p>The children expressed their positive feelings for us many times. They show that there is a relationship that has been established. They usually expressed by drawings, the bring these subject in the meetings and they like to discuss them, and of course they doing it in a natural way in the daily life in the Home. I think that I am bridge between them and their families. I stable person to whom they can refer any time and talk with about any problem bothers them.</p> <p>MEMO: The word “established” by the SW appears that the relationship between her and the children has foundations. When a relationship is considered established means that the members feel sure about it, that it is tested in the time’s passing. The most important is that for the members the relationship is so suitable that they experience it and they are expressed about it by a “natural way”.</p>
<p>Positive comments in comparison with previous SWs The SW a person to refer to</p>	<p>SW2</p> <p>They compare me with SWs who used to work here and they make positive comments about the way I work and the way I approach them. The also impressed about the young of my age. Although they keep a reserve to the trust they can allow to me because of the many changes in the placement of the SWs in the Home. They express the above in the daily life in the Home, but in our meetings as well. I believe that I represent a person that they can refer everything that has to do with their family and also their request about their lives in the Home.</p> <p>MEMO: Both of the SWs but also the SW of the D Boys’ Home mentioned that they represent persons who the children can refer to about everything. Although the children experienced many changes and they “keep a reserve to the trust” it seems that in the end they leave themselves to trust. When there is a reference’s person means that there is trust and a will to be opened and receive opinion, advice and suggestions.</p>

GENERAL MEMO: The children expressed about the SWs saying they support them in hard times, in school progress and they encourage them to achieve things. They help the children in the adjustment in the Home, in confrontation of specific problems, and in the relationship with their parents.

In addition they consult them on what is wrong, what is right and good and in issues which concern the children's future. The SWs influence even their decisions for the future. Some of them want to be SWs due to that good influence

They show love and care. They help in children's social life and support them to stand on their feet.

They represent persons who children can trust, and talk. They are friends who care. They substitute the parents or they are new paternal figures. They are a "bridge"-an important space between children's family and the Home. They are precious, and people who children can trust and feel assurance. They make children feel nice, comfortable.

They are the center of the Home, dearest persons and they hold the children "by hand" or they are standing near to them and guide them with care. They wish to be like them in the future. The SWs are good models to follow. The SW is everything and does everything for the child; he/she is a protector

The children prefer to be expressed about their feeling for the SWs in a private or in group meetings, during relaxing time by a natural way in the everyday in the Home and by drawings. They feel worry and unprotected when the position of the SWs in the Home is not permanent.

They characterized the relationship absolutely, very and enough important in equally percentage for the three of them. Only one said that it isn't necessary and two said that it is little important.

A. Girls' House

Children that have left the House

<p>Duration of staying</p> <p>Peaceful environment and the relationship with SW best experiences</p> <p>Meet two SWs.</p>	<p><u>H</u></p> <p>I was accommodated at the Home 11 years My best experiences were two: The fact that there wasn't any fuss. We have a peaceful environment to grow up to. Second, it was my relationship with the social worker because we were discussing my problems and everything that bothered me. It was a relief. I collaborated with two SWs.</p> <p>MEMO: H's assertion appears the need of neglected children to find a peaceful environment. Their homes are characterized by a chaotic style not only in terms of the home condition but also in terms of the relationships. Emotional neglect is the "...parental unawareness and ignorance, depressive moods, chaotic life-styles, poverty, lack of support, and lack of appropriate child-rearing models, unwittingly impairing child-development and well-being."(D. Iwaniec, 1995) This peaceful environment was for H one of her best experience. The second one was that she found persons to talk with and for that reason she felt relief. In a family in which the members lost their roles-to stand by the younger members, the children -it is very expecting the lack of communication and trust to be appeared. The two experiences that H describes are connected because in a peaceful environment, people found each other, support, communicate, and share together. So the fact that H found these in the Home created a feeling of relief and this may be because she stopped being and feeling lost in the vicious circle of neglect and abuse.</p>
<p>Duration of staying</p> <p>Punishments worse experience</p> <p>Met two SWs</p>	<p><u>D</u></p> <p>I have been at the Home for 9-10 years. My worse experience was that strict punishments were used often. I met two social workers in the Home who were the same from the beginning.</p> <p>MEMO: D presents as a bad experience the strict punishments that were used.</p>

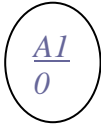
	<p>This may have two ways of interpretation.</p> <p>On the one hand there are many people who work at Greek Homes and don't have the proper education and training on child's upbringing and the most important on the handling of neglected and abused children. For that reason the system of discipline may not be proper or can be even baneful.</p> <p>On the other hand many children who have been neglected or abandoned and accommodated in the Homes use to misunderstand any form of discipline whether is that fair or not. Exactly because the parents may have no order in their children the latter can't accept any limits and the consequences of crossing them.</p> <p>In addition the children may think by this way because the neglecting parents may have been too punitive and now they see every effort of bringing by the people of Home as a strict punishment like this they had been experienced.</p>
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Children who are in the House

<p>Duration of staying</p> <p>Temporal care the role of carers</p> <p>SW just a professional</p> <p>The importance of SW's role among the staff in the solution of the problems</p> <p>More trustful the SW than the other staff</p> <p>Feels proud</p> <p>Relationship is connected with the feelings for Home.</p>	<p><u>E18</u></p> <p>I came to Home when I was 14 years old. The carers are persons who care for me temporally.</p> <p>In terms of the other staff of the Home the SW is nothing more than another professional.</p> <p>SW role is important because she is the only one who can solve our problems while the others just do their jobs. I trust the SW much more to speak about my problems.</p> <p>I feel very proud for being here. I like growing up here.</p> <p>I have a good relationship with SWs and it plays an important role in how I feel about the Home .</p> <p>They treat me by a nice way. They are ok.</p> <p>MEMO: For E the carers offer care for sort time which may be the duration of her staying in the Home. The SW in comparison with the other members of staff is another professional. Although she gives to her role a special meaning once she is the one who can solve the problems and be trustful. In addition the relationship is good and it has a part in E's feelings about Home. These feelings are the pride that she feels for the fact that she is growing up</p>
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<p>Duration of staying Carers felt like her people</p> <p>SW a mediator</p> <p>SW's knowledge of communication the difference from the other staff Sad /Good time at Home</p> <p>SW's everyday presence helps the feeling for Home</p> <p>Importance of the relationship.</p>	<p>in the Home. Neglected children wish they would grow up in a different family than theirs which are expected to be neglecting; it also may be chaotic, depriving and aggressive. Here E found this better environment in the Home and that makes her feeling proud.</p> <div data-bbox="651 504 750 627"> <p><u>D</u> <u>a</u></p> </div> <p>I was 7 years old when I came to the Home. I feel for the carers that they are my people. In terms of the other staff the SW is a mediator who illustrates the situation. Yes, her role is important among the other staff's roles because she is a person who knows how to communicate with my mother. I feel little sad with the fact that I live here but also I have a good time here. The SW helps me to deal these feeling by being there in my everyday life in the Home. Our relationship is important because together we can stand up to our problems.</p> <p>MEMO: Da feels the people in the Home as her people. When we feel for the people by this way means that we trust them in a big degree, we count on them, and we can lean on them by a natural way. Da's statement reveals a child's very impressive way of seeing the members of the staff which it may be a very positive turn to her emotional development after the adverse experience of neglect. The SW is a mediator and the factor that diversifies her role from the others is SW's ability to communicate with the child's mother. One of the disadvantages of a neglectful family is the lack of communication. Many neglectful parents are incapable to be in contact with their children. "These children spend a lot of time in isolation, away from normal family interactions, and this does not promote communication and the development of interpersonal behaviour." (Iwaniec, 1995). Although Da has nice feelings for the staff she feels</p> <p>little sad and the SW is the person who helps her to deal with these feelings by her everyday presence in</p>
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<p>Duration of staying</p> <p>Carers substitute the parents SW mediator</p> <p>The importance of SW's role among the staff in the solution of the problems Good time at Home</p> <p>Discussion helps the feeling for the Home</p> <p>Importance of the relationship</p>	<p>the Home.</p> <p>If Da feels the members of the staff as her people and the SW is a member of the staff, for by she can communicate and mediate, it is very expecting the everyday presence to be the means which help the child in the dealing of her feelings.</p> <p>In addition the importance of the relationship lays on the fact that SW and child are together and “can stand up to the problems”</p> <p>Da not only doesn't feel alone to this effort but exactly the opposite exists; she feels the SW as an ally who has knowledge, commitment, and capability and the ability to stand by her.</p> <p>I was 6 years old when I came to the Home.</p> <p><u>M</u> <u>9.5</u> The carers substitute my parents. In terms of the other staff the SW is a mediator who tries to make the things better</p> <p>Yes, she should exist among the others because we can solve our problems with her.</p> <p>I feel good for the fact that I am here. I have a good time.</p> <p>I discuss with the SW these feelings and I belong to a group where we discuss our problems.</p> <p>Yes my relationship with her is important.</p> <p>MEMO: M sees the carers as substitute of her parents.</p> <p>Many neglected children wish of their parents' inability to care to be different; when this doesn't take place they like to look for substitute.</p> <p>The carers from a Home could be this kind of substitute but only when the children wish to see it in that way. There were cases which children liked calling the carers “mum” and “dad”. The people from the Home it would be nice to accept it and not ask for it.</p> <p>The carers' responsibilities and duties are very similar with those of the parents and the children own to follow their system of up bringing as they would do with their parents. Although the relationship is something deeper than just following the terms and the ways of upbringing. It isn't necessary that they will exist both.</p> <p>Here M unites them which is very positive for her</p>
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<p>Duration of staying Carers are like aunts</p> <p>SW representative and supporter</p> <p>Discussion for personal things diversifies the SW from the other staff</p> <p>Happiness /desire for her mum Diversifies the relationship and feelings from Home.</p>	<p>emotional completeness. Her phrases “I feel nice” “I have a good time” brings it out. The SW is for another time a mediator and among the other members of the staff she is the one who will make the things better.</p> <div data-bbox="671 443 772 566">  </div> <p>I was 6 years old when I came to the Home. The carers are like good aunts to me and persons who care for me temporally. The SW is another person who cares for us and a representative and a supporter of our ideas and opinions The SW’s role is important because she cares for us like the others but only with her we discuss personal things. I am happy here but sometimes when the carers call us to task I would like to be with my mum. Yes we discuss that with the SW No, our relationship doesn’t play any role to my feelings for the Home.</p> <p>MEMO: A feels carers as relatives who will take care of her temporally. Many children who are accommodated in Homes see their lives in the Homes as a short time staying. It is like when the parents need the help from aunts and uncles and the children stay to them for a while until the difficulty to be gotten over and return to their families again. For that reason (the temporariness) A feels happy but when the “aunts” and “uncles” bring the child to the reality and ask from them duties to be carried out she likes to go back to her parents and look for comfort. Many neglected children believe, although they have experienced the cruelty of their parents’ ignorance, that their parents are better and more affectionate. They defend that especially when they have hard time in the Homes. Unfortunately in the most of the cases the children stay at Homes for a long time and sometimes until they become adults. The special with the SW’s role is that interpersonal contact during which the children feel comfortable to share their personal issues. The same attributed to the SW role by Kat who says that she can’t discuss with the carers her personal issues. Furthermore, for S pertains the SW superior than the</p>
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Duration of staying	other ladies exactly because only with her they can share their problems and receive help. The SW is another person who cares but also can represent and support the children's opinion. The attribute of representative it is attached to the SW by Mat and Al as well.
Carers care temporally	
SW a mediator	
Importance of the SW role among the others is ascribed to the solution of the problems	<div data-bbox="671 526 798 651" data-label="Text"> <p><u>K</u> <u>11,5</u></p> </div> <p>I was 10 years old when I came to the Home. The carers are persons who care for me temporally. The SW's role in comparison with other roles is a mediator who illustrates the difficult situations Yes, her role should exist in a Home because with her and only with her we can solve our issues with the other kids. I feel very well here because there are people who care for me. Yes I believe that our relationship with the SW plays a role in the fact that I feel nice for being here.</p>
Good feelings due to care	
Connects feeling with the relationship	
	<p>MEMO: Although the carers are people who care temporally for children K feels very well for staying at Home by the reason of this care. It seems that the quality has its importance for K in the care and not the duration of it.</p> <p>The life of neglected children is like a puzzle from which many pieces are missing due to the neglect. Every bond or a relationship is created in children's life no matter how little lasts, it fulfills the gaps and the puzzle takes a more complete form. This is happening because the aim of a puzzle is to be completed as much as it is possible no matter how many small pieces are used. The latter participates to the completeness of the picture.</p> <p>In terms of the SW role she gives the exclusiveness to her saying that "only and only with her" she can share personal issues. Finally she sees that her relationship with the SW influences for the better her feeling for the Home.</p>
Duration of staying Carers and SW care SW more trustful	
Feels gratitude	<div data-bbox="651 1814 772 1962" data-label="Text"> <p><u>An</u> <u>16</u></p> </div> <p>I was 11 years old when I came here. The carers care for me temporally, and the SW is among them. Although I trust her more than the other staff and I receive more help from her</p>
Excludes the role	

<p>Duration of staying Carers care</p> <p>SW contributes to the solutions</p> <p>The difference is ascribed to increased care No good feelings Discussion and presence in the home affect the feelings. Importance of the relationship</p>	<p>people who surround them and they are responsible for their development are educated on that responsibility, they feel more secure and more ready to trust and talk</p> <p><i>F</i> <i>10</i></p> <p>I was 5 years old when I came to the Home. The carers care for me. The SW tries to figure out a solution when between the staff and us there are differences. Her role should exist because she cares for us more than the other staff. I don't feel so well for my staying here. Yes the SW helps. We talk about it and also when I see her daily in the Home. Our relationship is important for me.</p> <p>MEMO: It is very usual the existence of difference between carers of Homes and the children, because the latter came from families who's the adults couldn't keep themselves and their children in order. The members of staff are foreign and they are called to play a role of adults in the procedure of children's development. The children who have experienced the lack of adults' ability to play this role, it is very difficult for them to accept the carers, the new adults in their life and for that reason they may counteract. The SW comes to balance the differences and according to F the SW finds the solution. In addition the children may see in the presence of the carers their parents' mistakes and for that reason they may burst to them like doing it to their parents. They would like to do it to the real doers but they don't have them close and also they don't stop feeling for them so it would be too painful. These differences with the staff may be one of the reasons for the fact that F doesn't feel well for staying in the Home. The SW comes to pacify the situation by discussion and by her presence in the Home.</p>
<p>Duration of staying Carers supporters and employees</p> <p>SW represents and supports Importance of the role due to presence at any time.</p> <p>Feels happy Discussion and presence affect feelings</p>	<p><i>Mat</i> <i>23</i></p> <p>I came here 10 years ago. The carers support us in a way but they also are employees who just do their job. The SW is a representative and a supporter of our opinion. I believe that the role of the SW is necessary among the other roles because she is there in the good and</p>

<p>Importance of the relationship</p>	<p>in the bad times for us. I feel very nice that I stay here. I feel happy. We discuss with the SW these feelings and as I told you she is there everyday with us and for us. Our relationship plays an important role in how I feel for the Home in big degree.</p> <p>MEMO: Mat sees the carers having two attribute that of supporter and that of employee. She may believe that the support that the carers show isn't so deep and personal in order to decrease the fact that they are employees who just do their job. Mat gives a realistic side of the carers' role and a sense of bitterness is appeared about staff's dedication. On the other hand she gives credits to the dedication of the SW. She notices: "she is there for us". One of the characteristics of neglect is the lack of the parents' respond to the children's need of constant presence. Mat met, maybe for first time in her life, persons who keep offering to her with one way or another.</p>
<p>Duration of staying</p>	<p>If K mentioned the importance of the quality in carers offer and not the duration Mat refers to the continuity of the offer. Both of the children draw parts of the care's offer that children's prefer.</p>
<p>Good relationship with carers SW cares Good friendly relationship diversifies the role.</p>	<div data-bbox="673 1171 821 1294" data-label="Text"> <p><i>Anit</i> 18</p> </div> <p>I was 10 years old when I came to the Home. I have a good relationship with the carers. They do their job well. The SW is another person who cares for us</p>
<p>Feels lucky/Sees the necessity of strictness</p>	<p>The difference between the SW and the other staff is that good friendly relationship that we have with her. I feel lucky. I am happy. In the beginning it was hard for me but now I have good friends here. It may be a little strictly but I think it is necessary because they have to do with many characters which should be set. The Home is good for that setting of our character because we share everything and this teaches you how to be social.</p>
<p>Miss the Home when is absent Everyday presence and relationship affect feelings for Home</p>	<p>When I go to my home at the weekend I miss this Home. I feel lonely at my home. The SW helps in all these feelings by being here everyday, our relationship</p>

	<p>plays a role in all these I mentioned about me and the Home.</p> <p>MEMO: Anit acknowledges the hard work of carers and justifies by saying that although the system sometimes is strict it is essential because the children are many. To the Anit's opinion could be added that the children come from adverse environment following the negative consequences which make the work in the Homes even harder for the staff and the children as well.</p> <p>It seems that Anit overcame the hard point of the beginning and now she understands and for this reason she feels happy and lucky and benefit from the common life with the other children. She sees now the Home as a place which she misses it when she is absent; it is like sharing herself between two homes.</p> <p>In terms of the SW's role, Anit shows the difference with the carers with the addition to the same good relationship that exists between her and the carers, the factor that only with the SW has a friendly way of responding.</p> <p>The latter has been seen many times in other categories so far and discloses in sequence with K and Mat another part of care's offer</p>
Duration of staying	
Carers care SW represents opinions Discussion personal things diversifies the role	<p><u>Al</u> 17</p> <p>I came to the Home 3 years ago. The carers are person who cares for me. The SW represents our opinions to the people who run the Home and not only. With the SW you can talk about personal things more than with the other staff. I feel nice for being here. Yes I discuss with the social worker about my feelings. Yes our relationship is important for my good emotional placement.</p>
Good feelings Discussion and relationship affect the feelings	
Duration of staying	
Carers care SW just a professional	<p><u>Ane</u> 18</p> <p>I was 17 years old when I came here. The carers are the persons who care for me and the SW is nothing more than a professional. Yes I believe that the role of SW is needed among the other staff because you can tell your problems and receive help. I feel very well for being here. The SW helps on that by being everyday</p>
Importance of the role due to discussion and help	
Everyday presence and relationship affect feelings for Home	

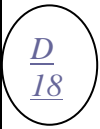
Duration of staying Carers care	<p>in my life in the Home. So our relationship is important to me and my emotions about the Home.</p> <p>MEMO: For Ane, Kat and Al the relationship with the SW is important because it influences their nice emotional condition and their appreciation for Home. The role of the SW by itself helps the children by discussion and the listening to their thoughts, feelings and worries that they have for their new environment. It seems that the specific SW does something more than to listen or to discuss with them. She might have a personal intervene which the children need, feel and appreciate.</p>
SW a mediator	<p><u>Kat</u> <u>16</u></p> <p>I was 6 years old when I came to the Home.</p> <p>The carers are the person who care for us.</p>
Importance of the role due to discussion on personal things	<p>The SW mediates when we have something with each other and we can solve it.</p>
Good feelings Everyday presence and relationship affect feelings for Home	<p>I believe that the SW has a special placement in the Home among the other staff because I can't discuss with the other ladies(the carers) my personal issues.</p> <p>I feel very well living here.</p> <p>How the SW helps on that? Just for being everyday here, with us. Yes our relationship plays a role for my positive feelings about the Home.</p>
Duration of staying Carers care Ignorance of the role	<p><u>Ath</u> <u>13,5</u></p> <p>I was 6 years old when I came in the Home.</p>
SW helps Bad feelings Excludes the role	<p>I see the carers as the persons who cares for us.</p> <p>I don't know what the SW represents among the other members of staff.</p> <p>If the role is necessary? I know that the SW helps.</p> <p>I don't feel well for growing up here.</p> <p>No I haven't discussed it with the SW (She didn't answer to the question about the relationship and her feeling about the Home.)</p>
Duration of staying Carers care and love	
SW cares	
SW trustful/able of handling situations	<p><u>G</u> <u>13</u></p> <p>I came here 2 years ago.</p> <p>The carers are ladies who care and love us.</p> <p>The SW is another person who has feelings for us and can illustrate difficult situations.</p>

<p>Good feelings</p> <p>Presence and discussion help the feelings</p> <p>Importance of the relationship</p>	<p>Her role must exist because is like having a person really for you. A person who you can trust her. She has the ability to handling some serious issues, like family problems and problems with our relationships in general.</p> <p>I feel very good for being here.</p> <p>The SW helps with her everyday presence at the Home, and also with the opportunity that she gives us to talk with her.</p> <p>I believe that our relationship plays a role for my good feelings for the Home.</p> <p>MEMO: G is like presenting in a few words the role of a SW in a Home. Although she is only 13 years old she has an awareness of everyone's role. She makes much of the interpersonal content of her relationship with the SW "...is like having a person really for you" but also attached professional qualifications "She has the ability to handling some serious issues" "...she can illustrate difficult situations".</p> <p>Their relationship is underlined by a professional base and is amplified by emotional and personal elements</p>
<p>Duration of staying</p> <p>Carers substitute the parents SW superior among the staff</p>	<div data-bbox="651 1153 746 1276" data-label="Text"> <p><u>S</u> 14</p> </div> <p>I was 6 years old when I came to the Home</p> <p>The carers substitute my parents.</p> <p>The SW is superior to the other staff because we share our problems with her and she can help us while the other ladies of the staff can't.</p>
<p>Good feelings</p> <p>Discussion affects the feelings</p> <p>Importance of the relationship.</p>	<p>I feel very good for growing up here.</p> <p>I participate in a group where I can discuss my feelings.</p> <p>My relationship with the SW plays an important role.</p>

B. Girls' House

Children who are in the House

<p>Duration of staying Carers care SW knows the children/a specialist</p> <p>Conflict feelings</p> <p>Diversifies the relationship form the feelings</p>	<p><u>K</u> <u>14</u></p> <p>I came here 5 years ago. The carers are people who care for us for a while. They are just simple ladies The SW knows my character and how I react In comparison with the others she is a specialist. She is trained to do the right thing for the children This is why I think her role among the others is important. I feel sad and happy at the same time. My relationship with the SW doesn't help so much because when I am not feeling well for the fact that I live here and I can stand any more I go to friend or to nowhere else.</p> <p>MEMO: The fact that K characterizes the carers as simple ladies minimizes the particularization of the carers who according to the same person care for the children. On the contrary the SW is a specialist who knows the children and also knows how she will do the right thing for them. K has a conflict feeling for the Home by feeling sad and happy at the same time. Neglected children love the family's place no matter how unfortunate or unsafe may have been. Concurrently they meet a new environment, the Home, which may offer to them a better way for them to be reared. Experiencing the two situations the children may be confused or in a dilemma of leaving or not themselves to feel without laying their feelings aside for one or another of these places.</p>
<p>Duration of staying</p> <p>Carers and SW care SW a supporter The arrangment of meetings makes the difference</p> <p>Good feelings Ignorance of the role and the importance of the relationship</p>	<p><u>A</u> <u>13</u></p> <p>I came here one year ago The carers care for us temporally and the SW is another person who does that. But she also supports our ideas and opinions. Yes, her role has a difference from the others because without her we wouldn't have someone to arrange the family visits. I feel nice that I am here. I am new and I don't know her very well to speak to her about my feeling for the Home.</p>

	<p>I don't know if my relationship with her would play a role either.</p> <p>MEMO: The SW is a person who arranges the meetings with the parents and that makes the difference from the other members of staff. A shows with this how important is for her to keep the contact with her parents and the person who contributes to that gains her preference. She seems to have mature judgement once she isn't expressed either about the relationship with the SW or about her feelings for being at the Home because of the sort time that she has been accommodating there.</p> <p>The above proves for another time the need of the children of given time to trust the people and be opened.</p>
Duration of staying Carers just do their job	<p> I came at the Home 4 years ago The carers are employees who just do their job</p>
SW representative	<p>The SW represents us to the people who run the Home and not only; she supports us and cares.</p>
SW more dedicated	<p>In comparison with others she cares more and disposes more time for us. She also helps more, she gives me confidence and she can listen so everyone can be more opened.</p>
Good feelings	<p>I feel nice because it is a good environment</p>
Everyday presence and the relationship affect the feelings	<p>The SW helps me in these feelings by being everyday in the Home and also with our discussion.</p> <p>Yes our relationship is important so I can feel nice here at the Home because she is supportive.</p> <p>MEMO: It is clear that for D the SW has a signifier position in comparison with the carers. A uses many times the word "more" to highlight her contribution "cares more" "disposes more time for us" "helps more". These three quotations together with her ability to listen create confidence to the children who can be expressed to her.</p> <p>The SW's dedication and her good relationship with the child enhance the latter's nice feelings for the Home.</p>

<p>Duration of staying Carers substitute parents SW just a professional</p> <p>No necessity of the role</p> <p>Good feelings</p> <p>Presence and the arrangement of the meetings affect the feelings Relationship plays a role</p>	<p><u>Dion</u> <u>13</u></p> <p>I came here when I was 7 years old. The carers substitute my parents The SW is nothing more than a professional No I don't think that her role is necessary because she doesn't understand us. I feel very good for the fact that I live here. The SW helps me to have these feelings; she stands by me in my everyday life and also she brings me in contact with my grandparents. Yes our relationship is important to face any feeling for Home.</p> <p>MEMO: Dion contradicts by saying that on the one hand the SW isn't necessary to exist and she doesn't understand them and on the other hand gives credits saying that due to her she has nice feelings and that her relationship with her is important. It isn't unusual for neglected children to have such kind of feelings because they are experienced a new, unfamiliar reality for them, full with feelings, behaviors, relationships and attitudes that suite with adults who can be reliable.</p>
<p>Duration of staying</p> <p>Carers good aunts</p> <p>SW cares Importance of the role Good feelings Discussion affects the feelings and relationship</p>	<p><u>B</u> <u>10</u></p> <p>I came to the Home when I was 7 years old. The carers are like good aunts or good ladies. The SW is another person who cares for us. Her role in comparison with the other roles here is very important. I feel nice for growing up here. We discuss with the SW this feeling and this makes our relationship important.</p>
<p>Duration of staying Carers care temporally</p> <p>SW a representative</p> <p>SW able to solve problems</p> <p>Good feelings The presence and relationship affect the feelings.</p>	<p><u>G</u> <u>12</u></p> <p>I came at the Home one year ago. The carers substitute my parents and they are persons who care for us for a short time. The SW is representative of our opinion and she used to supports us. Yes her role is important in comparison with the other roles because we can solve our problems while with others we can. I feel very well for being here is like my second home. The SW helps me on this with her presence</p>

	<p>in the Home. Yes our relationship plays an important role for me so I can feel good to be here.</p> <p>MEMO: As A, G refers that the SW is a representative of their opinion. A Home is comprised by many people like carers, specialists, and other employees. The upbringing of children is the center of the effort of all of them. The children come from a different environment which wasn't proper for their development and sometimes for their safety. It is much expected a difficulty to be appeared in their communication between the staff and the children and in the maintenance of the program especially from the latter. Hence children require a support so they can have a progressive adjustment. Many children who took part in this research revealed the preference on that role of the SW as a representative of their opinion.</p>
Duration of staying	
Carers strangers but offer education	
SW cares supports and mediates	
Importance of the role in the confidential.	
Missing parents/Reasons of staying	
Discussion and relationship affect the feelings.	<p>I came at the Home when I was 11 years old.</p> <p>The carers are strangers for me, I can't see them like my own people. Though they help in some point. For example they give a social education that I would not have if I was in my family.</p> <p>The SW is a person who cares for us and a supporter and mediator</p> <p>Her role is important because we can talk to her. It is her job to share with her our personal issues, in a confidential way</p> <p>How I feel? On the one hand I miss my parents but on the other I am thinking that there is a reason that I am here. I think it is a matter of safety</p> <p>We discuss with the SW these feelings and she emphasizes that here we are all a big family.</p> <p>Yes this relationship has a meaning for me in how I feel for being here.</p> <p>MEMO: In completely opposite position with this of Da from the previous Home who feels the carers as her people, Din feels the carers as strangers. Though she admits that they have taught how to act socially which her family couldn't provide it.</p> <p>The acceptance that she has been obtained the social education from the Home and the disadvantage of</p>

	<p>her family on this matter increases the possibility of the child's progress because the most of the neglected children resist to the idea of other person to take the duties of their parents and they refuse to follow the procedure of learning; it is their false hope that if they keep it down from the others, the parents may start doing it for them.</p> <p>For first time it is met the issue of confidentiality to the relationship with the SW which brings indirectly up the issue of trust.</p> <p>The neglected children having experienced relationships which recognized by aggression, lies, and indiscretion, they feel confident when they can find adults who keep confidential something that it is said to them.</p> <p>She also justifies with a very mature way the reason that she is apart from the parents and she advances the factor of her safety as the main reason for being at Home.</p> <p>It is appeared that she has thought on this throughout and the discussion with the SW played its role to the acceptance of her family as it is and the Home reality as it is offered.</p>
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C. Boys' House

Children who are in the House

<p>Duration of staying</p> <p>Carers just employees</p> <p>SW mediator supporter, cares more</p> <p>He is felt like a professional</p> <p>Good feelings</p> <p>Relationship and discussion makes feel better.</p>	<p><u>G</u> <u>15</u></p> <p>I came to the Home when I was 10 years</p> <p>The carers are employees who just do their job</p> <p>The SW does many things here in comparison with the other staff. He is a mediator when the situation is complicated, he is a supporter of our opinions; he cares for us but he isn't nothing more than a professional to me. Yes his role should exist.</p> <p>I feel nice for growing up here. I discuss with the SW my feelings for Home</p> <p>Yes our relationship plays a role for my better adjustment in the Home.</p> <p>MEMO: The SW for G does many things among of them is to support, care and mediate which make his role important.</p> <p>Though for G he is nothing more than a professional. G obviously appreciates the benefits that the SW's</p>
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<p>Duration of staying Carers care temporally SW has special role Gender of SW plays role</p> <p>Good feelings</p> <p>Discussion and relationship influence feelings</p>	<p>presence provides but his relationship with him isn't something deeper than a system of giving and receiving which concerns the child's adjustment in the Home and further his development.</p> <p><u>B</u> <u>16</u></p> <p>I came to the Home 5 years ago. The carers are persons who care for us temporally, and the SW is one of them but with a special role because I feel better with him. I can talk with him about everything freely. Also exactly because he is a man I feel comfortable. I feel nice for being here. As I told you I discuss with him and our relationship it is important for the above reason.</p> <p>MEMO: B gives another dimension of the Homes' system and their staff that of the meaning which may have the gender of the SW. He said that he feels comfortable to discuss with the SW exactly because he is a man.</p> <p>In most of the Greek Homes the mixed gender in the staff is a problem. Usually the members of a staff who work in the Homes and especially the SWs consist of women.</p> <p>B shows that it is important for the children to have the possibility to speak for personal issues with the same gender specialist.</p>
<p>Duration of staying Carers substitute parents</p> <p>SW just a professional</p> <p>SW has special role</p> <p>Bad feelings</p> <p>Discussion and relationship influence feelings</p>	<p><u>Ch</u> <u>11</u></p> <p>I was at the first class of the Elementary school when I came here The carers substitute my parents. The SW is nothing more than a professional The SW has a special role in the Home because he is like a guardian for us and we talk a lot with him. I don't feel so good for staying here. Yes the SW helps with this feeling by discussing it. Yes our relationship plays an important role on this feeling.</p> <p>MEMO: The SW for first time is named as guardian. The loss of the family's consistency leaves the children in a chaotic condition without having a life compass to show them how they will move on. Here Ch found the person who could guide him. The fact that the guardian is the SW has the advantages of knowledge on human's behavior and that makes his guidance more fundamental than this of his</p>

<p>Duration of staying</p> <p>Carers care temporally</p> <p>SW has special role</p> <p>Good feelings</p> <p>Discussion an relationship influence feelings</p>	<p>parents.</p> <p><u><i>D</i></u> <u><i>15</i></u></p> <p>I came to the Home when I was 9 years old The carers are persons who care for us temporally. The SW cares too and his role is special. I feel ok for being in the Home. We discuss with the SW about these feelings and this is why I count on our relationship</p> <p><u><i>M</i></u> <u><i>13</i></u></p> <p>I was 10 years old when I came to the Home. The carers are employees who just do their job. The SW is a supporter of our opinions. This is why his role is important. I feel good for staying here. I discuss with the SW these feelings. Our relationship is something that I need to feel nice in the Home</p> <p><u><i>Bn</i></u> <u><i>11</i></u></p> <p>I came to the Home in 2006. The carers substitute my parents. The SW is another person who cares for me. The SW role is important because we have a good time with him. He cares for our school supplies I feel very good for being here. The SW helps when he is here in our everyday life. I like that I have him with me. MEMO: Bn sees the interest of the SW through simple acts like his forethought for the school supplies. The neglected children could be deprived by their parents and many actions which seem insubstantial, may be for the child the causation to discover the care which fulfills him/her.</p> <p><u><i>J</i></u> <u><i>17</i></u></p> <p>I came to the Home 8 years ago. The carers are employees who just do their job. When the things get difficult between the children and the staff, the SW is a person who tries to smooth the things. The SW is like a father and you can communicate better with him and less</p>
<p>Duration of staying</p> <p>Carers just employees</p> <p>Support makes the role important</p> <p>Good feelings</p> <p>Relationship influence feelings</p> <p>Duration of staying</p> <p>Carers substitute parents</p> <p>SW cares</p> <p>Care for progress and a nice time with him make role important</p> <p>Presence affects feelings.</p>	
<p>Duration of staying</p> <p>Carers just employees</p> <p>SW madiator</p> <p>Father's figure makes the difference</p>	

<p>Home second home</p> <p>Trust in relationship and discussion affect feelings.</p>	<p>with the other staff.</p> <p>The Home is like second home for me. Yes we discuss with the SW my feelings about the Home. Yes our relationship is very important because I trust him like I would trust my father.</p> <p>MEMO: The SW is father's figure with who J can communicate better and exactly because he is like a father is trustful. The above thought of J is associated with the picture that he has for the Home as a second home.</p> <p>It can be seen a very emotional and personal attachment of J not only with the place but also with the SW.</p> <p>The same is expressed below by K for whom the SW is like a father as well.</p> <p>This children's assertion gives to the relationship a deep character but also displays the need of the children to find a parental pattern to connect with.</p>
<p>Duration of staying Carers like parents SW cares</p> <p>Importance of the role in offering help</p> <p>SW reason for good feelings</p>	<p><u>Chr</u> <u>11</u></p> <p>I came to Home one year ago. The carers are like my parents. The SW is another person who cares for me. His role is important to exist because he helps us in things that we don't know. He helps especially the young children. I feel fine for being here. The SW is one of the reasons to feel in this way.</p> <p>MEMO: Here the SW helps the child on things that he doesn't know. It is similar with Ch's opinion that the SW is a guardian.</p> <p>The neglected children who enter in a Home make a new beginning. Everything is changed and new status exists. Although the need of the children for learning still remains and here for Chr is carried out by the SW.</p>
<p>Duration of staying Carers care temporally</p> <p>SW supporter & helper to socialization</p> <p>Refusal to say how he feels</p> <p>Presence & discussion affect feelings</p>	<p><u>C</u> <u>19</u></p> <p>I came here in 2006 The carers are persons who care for us not permanently. The SW is a supporter of our opinions. His role is very important in the Home because if there wasn't in the Home the children wouldn't have someone to help them in their socialization I don't like to answer how I feel for staying here. The SW help us in the everyday life with</p>

<p>Duration of staying</p> <p>Carers substitute parents SW cares like father</p> <p>SW the reason for good feelings for Home.</p>	<p>his presence and with our discussions Yes our relationship has a meaning. MEMO: C agrees with Din from the previous Home who presented the Home's help on the social development of the children. He attributes to the SW's role of helping the children to socialize.</p> <p><u>KI</u> <u>1</u></p> <p>I came 6 years ago The carers substitute my parents. The SW is another person who cares for me. His role is very important because he is like father to me who supports me by being here for me and talk with me about everything that bothers me. So our relationship is more than important to me. He makes me feel nice for living at the Home.</p>
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D Boys' House

Children who are in the House

<p>Duration of staying Pedagogues just employees</p> <p>SW cares Trust makes the SW's role important</p> <p>Negative feelings</p> <p>Discussion helps little to the sad feelings</p> <p>Excludes relationship of feeling better</p>	<p><u>Th</u> <u>14</u></p> <p>I came to the Home in 2008. The pedagogues are employees who just do their job. The SW is a person who cares for us His role is important among the other staff because I can tell my problems of my family. I don't like staying here I get used my home. I discuss this with the SW ,and I forget it for a while but the after a while I feel the same sad. Our relationship doesn't play so much important role because she can't make me feel better about it. It comes to my mind again the fact that I am not in my home. MEMO: Th is the boy that can't accept the fact that he is in a Home and that it is obvious in every answer he gave. Now he is expressing his bitterness and sadness about his loss which can't find consolation although he has been discussing it with the SW. He is very detailed when he is describing how the</p>
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<p>Duration of staying Pedagogues care SW supporter</p> <p>SW role contributes to a nice environment</p> <p>Good feelings Presence and relationship influence feelings.</p>	<p>painful thoughts of not being at home come back to his mind, after a sort time of overcoming, almost aggressively.</p> <p>The best picture for the SW against the Th would be to listen carefully, allowing him to be expressed- he does it well-and just waiting the time to be the healer.</p> <p><u>T</u> <u>11</u></p> <p>I came to this Home when I was 7-8 years old.</p> <p>The pedagogues are persons, who care for us, and the SW is another one, but also is a supporter.</p> <p>His role is special among the other roles because he helps us to get know the other staff and collaborates with them to create a nice environment for us.</p> <p>I feel very well for staying here.</p> <p>The SW helps me everyday in my life in the Home.</p> <p>This is why I think that our relationship is important.</p> <p>MEMO: T notices another part of the SW's role that of the specialist who her responsibility is to explain to the children the work and the role of the member. Furthermore, it seems that there is a good collaboration between her and the other members of the staff and the child experiences it by saying that together they create a nice environment.</p> <p>The neglected children need more than any children to watch the people who take part in their upbringing to have one and common line of raise them up.</p> <p>The reason that they could grow up in their families may be the uncommunicativeness.</p>
<p>Duration of staying Pedagogues care SW superior</p> <p>Good feelings</p> <p>Discussion and relationship affect feelings</p>	<p><u>D</u> <u>16</u></p> <p>I was 15 years old when I came to the Home. The pedagogues are persons who care for us. The SW is someone much more superior. Her role should exist because the children wouldn't have a person to talk with, and do things like play together.</p> <p>I feel ok for being here.</p> <p>The SW helps on these feelings with our discussion, and I think that our relationship is important for this.</p> <p>MEMO: Although D is 16 years old he finds important the role of the SW among the other due to the fact that she plays with them.</p> <p>As it was seen in the category "Children's needs"</p>

<p>Duration of staying Pedagogues care temporally</p> <p>SW interests and cares</p> <p>Good feelings Discussion an relationship affect feelings</p>	<p>one of the needs that it was met very often was their desire to laugh, to be happy, having a good and careless time. Here the fact that they play with the SW gives importance to the role which reveals by a different point of view the same need of children to do things that add joy to their lives.</p> <p><u>S</u> <u>14</u></p> <p>I was 14 years old when I came at the Home. The pedagogues are person who care for us just for sort time. The SW is another person who cares for us. Through her role cares and she has interest for us I feel nice growing up in the Home. We discuss often with the SW about this feeling. Our relationship is very important for me because whatever I feel about my life in the Home I can discuss it with her.</p>
<p>Duration of staying Pedagogues help in problems</p> <p>SW cares</p> <p>Importance of the role ascribed to the care for family meetings.</p> <p>Good feeling</p> <p>Relationship affects the bond with the mother and Home.</p>	<p><u>Al</u> <u>13</u></p> <p>I was 12 years old when I came at the Home. The pedagogues help me in my problems and also in my homework The SW is another person who cares for us Yes her role is important because she is the one who talks with our parents and arranges the meetings. What I feel for being here? I feel good. The SW helps me in my relationship with my mum, to go to her or to spent a time with her out of Home. Yes, our relationship is important because when the things with my mum are ok then I feel ok in here.</p> <p>MEMO: For Al the importance of his relationship with the SW is connected with his relationship with his mum. He exhibits how the feelings for the Home are interlinked with the condition of his relationship with his mum: "If the things are ok with my mum then I feel ok in here" It seems that the SW has comprehended it and she tries to help the child through it and the child appreciates it because he is helped by the way he really would feel "ok".</p>

<p>Duration of staying Pedagogues second parents</p> <p>SW trustfull for feeling & problems</p> <p>Good feelings/Home second home</p> <p>SW's help important in the beginning for good feelings</p>	<p><u>N</u> <u>15</u></p> <p>I am new. I came one year ago. The pedagogues are persons in who we can ask what we need. They are second parents. The SW talks with our parents and the pedagogues look after us. Yes her role must exist because we can tell things that trouble us. I feel very good for the Home. It is like second home, but not exactly a home; a roof to stay in and feel safe. We discussed with the SW these thoughts and feelings especially at my first days In the beginning everything is difficult and the relationship helps a lot. After a while you get used to it and you need it less.</p> <p>MEMO: The carers are like second parents and the Home is like second home. N is very preventative and accurate when he performs how the Home is felt like "...a roof to stay and feel safe" It is impressive how explicitly the children know their feelings. With the same preventative way he comments that the relationship with the SW is mostly important in the beginning of the adjustment and less after a while. N reminds the children who make their first steps for which they need the adults support just until they ready to make their first steps and no more because they are able to move on by themselves. After feeling "the roof" as safe and after managing to adjust now he needs the support less, he is ready to move on by himself.</p>
<p>Duration of staying Pedagogues trustfull</p> <p>SW responsible for telling family issues</p> <p>Importance of the role in family issues</p> <p>Good feelings Excludes the relationship of feelings.</p>	<p><u>So</u> <u>15</u></p> <p>I came to the Home when I was 14 years old. The pedagogues are the persons in who I can tell my problems and everything that bothers me. The SW is a lady with who we can talk about our family's problems and with the pedagogues the problems of Home. The SW has an important role because she is the one who arranges the meetings with our parents. I feel good for staying at this Home. I little like it We discuss with SW these feelings but I</p>

<p>Duration of staying Pedagogues care SW supporter</p> <p>Good feelings Relationship important for good feelings</p> <p>Duration of staying Pedagogues consult SW representative</p> <p>Everyone contributes to a good faction</p> <p>Better feeling than the beggining Differentiates relationship from feelings</p>	<p>don't think that our relationship plays a role.</p> <p>MEMO: So compares the role of the carers with that of the SW's and allocates their duties saying that the latter is engaged with his family problems and he sees the importance of the role through the arranging of the meetings with his parents. It is met again how important is for the children to keep the contact with their parents and the person who brings them together obtains their preference.</p> <p><u>Sn</u> <u>16</u></p> <p>I was 12 years old when I came at this Home. The pedagogues are persons who care for us. The SW is another person but also she is a supporter of our opinions. She is there for us to ease children's problems and support their opinions. I feel ok for living here but I would prefer to be in my home. We discuss with the SW the above feelings and for this reason our relationship has a point to me and to how I feel for this place.</p> <p><u>B</u> <u>15</u></p> <p>I came here in 2007. The pedagogues say to me things that are right to follow The SW is a representative of our opinions. Everybody does his/her job and all together constitute an effective function of the Home. The last year I was very nervous for being here but I like it now Yes we have discussed with the SW about this change of my feelings but our relationship doesn't play so special role.</p> <p>MEMO: B advocates to T's opinion for the good collaboration between the staff and the SW and how this creates a nice environment or like B says "an effective faction" Children understand when the adults who are responsible for them are getting along or not. If they do, children feel safe and happy; when they don't, as they neglectful parents, they feel a gap under their feet. The Home as a new environment which is created to</p>
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<p>Duration of staying</p> <p>Pedagogues substitute parents</p> <p>SW cares</p> <p>Importance of the role ascribed in her knowledge</p> <p>Gratitude</p> <p>Relationship important</p>	<p>show a different picture than this of the parents, owns to have an “effective faction” which has its sources to the good collaboration of the members of the staff.</p> <p><u>K</u> <u>19</u></p> <p>I was 14 years old when I came to the Home.</p> <p>The pedagogues substitute my parents, and the SW is another person who cares for me.</p> <p>The SW role is needed because except the psychologists she is here to help the children with their knowledge.</p> <p>Especially the SW helps us with our papers for our id, the military etc.</p> <p>I feel very grateful that I am here because they have been offering to me a lot.</p> <p>I have been here 4 years and I have told to the SW almost everything. I think that we will keep talking, it is important for me.</p> <p>MEMO: K and J see the importance of the SW’s role to her concern of settling their papers either when these relate to their id or other kind of documents. Many SWs find it difficult to collect and take care of children’s papers because their parents neglected them on this section as well. Many children haven’t been registered in any registry books or their id’s elements are mixed up due to their parents’ ignorance of right declaration to the proper services. Thus when children see the problems with their papers to be cleared up and some off them to obtain them, at the same time they see the care for them by the persons who took care of it.</p> <p>K also mentions that he tells to the SW almost everything, showing with this way that he leaves completely himself to the relationship.</p>
<p>Duration of staying</p> <p>Pedagogues care</p> <p>SW helps more to a solution</p> <p>Good feelings</p> <p>More help gives to the relationship importance</p>	<p><u>Ba</u> <u>13</u></p> <p>I came here 5 years ago.</p> <p>The pedagogues care for me and help</p> <p>The SW helps me in bigger degree in my effort to find a solution to my problems.</p> <p>The SW are more helpful and more talkative</p> <p>I feel good. I have a good time here.</p> <p>No, I don’t discuss it with the SW this.</p> <p>My relationship with her plays a role because she gives more help than</p>

<p>Duration of staying Pedagogues care like good aunts SW care</p> <p>Good feelings</p> <p>Presence and relationship affect feelings</p>	<p><u>J</u> <u>14</u></p>	<p>everyone else here.</p> <p>I came 1, 5 year ago. The pedagogues are like good aunts to me and also persons who care for us, and the SW is among them Her role is important because she cares for our personal issues like our papers I feel nice for being here. The SW helps with her everyday presence in the Home. I like that I have her here for me.</p>
<p>Duration of staying Pedagogues substitute parents</p> <p>SW cares and supports</p> <p>Good feelings</p> <p>Relationship influences feeling</p>	<p><u>Dm</u> <u>15</u></p>	<p>I came here when I was 14 years old. The pedagogues substitute my parents. It is a family to me. They love me, they care for me and the consult me. The SW is another person who cares and also a supporter Her role is valuable because she helps us to solve our problems. I feel nice in the Home. We usually discuss with SW these feelings. Yes, my relationship is important for me, for what I feel so far for the Home</p>
<p>Duration of staying Pedagogues substitute parents SW cares</p> <p>Good feelings</p> <p>Discussion connects SW and feelings Necessity of the relationship</p>	<p><u>G</u> <u>14, 5</u></p>	<p>I came here when I was 12 years old. The pedagogues substitute my parents, and the SW cares for us. Her role is important because she cares for our placement here. I feel good for the Home. We used to discuss these feelings with Mrs. D. the same we do and now but not so often Yes I need this relationship.</p>
<p>Duration of staying Pedagogues substitute parents SW mediator</p> <p>Reception of help makes role important Relationship connected with good feelings.</p>	<p><u>A</u> <u>13</u></p>	<p>I came to the Home when I was 9 years old The pedagogues substitute my parents The SW is a mediator who illustrates difficult situations Her role is important because they help us with the problems in the Home I feel nice for being here Yes our relationship plays an important role for me and my feelings for the Home.</p>
<p>MEMO: With Dm, G and A's convergence in the substitution of the parents with the carers the number of the children who found in the Home new parental</p>		

	patterns is increased. They also make more apparent the need of the children to keep having parental figures despite of what has happened to these who gave them birth and raised them up for a specific time.
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Children that have left the House

Duration of staying Best experience the activities Collaboration with 3 SWs	<u>P</u> I was accommodated at the Home for 3 years. My good experiences were the activities and the excursions we were going I collaborated with three SWs.
Duration of staying Many good experience Receive much help No bad experience Preference for more supervision & understanding Collaboration with 3 SWs	<u>L</u> I was accommodated at the Home for 5 years. I have many good experiences. My relationship with the pedagogues, the opportunities which were given for education, and the emotional support which I received from the specialists In addition it was so nice that everything that I may request for example to help me settled down in Lamia the city where I study now, they did everything to help me. There wasn't bad experience but I would prefer from the pedagogues more supervision and understanding of our needs. I collaborated with the same SW from the beginning. MEMO: The opinion of the children who have left from the Home is a proved indication of how a Home operates. This is happening because everything that the Home had offered is tested in the children's life out of it. Did the Home complete its purpose against children's needs, development and preparation of the future life so that the children can stand on their feet? Yes or no it would be appeared by the course of the same children when they are out of Home; when they will have to mobilize what they already know so to build their lives. Here L notes how crucial the opportunity for education given at the Home was for his future Now that he experiences how demanding the life can be, he judges that the education he took is a great qualification. For that reason he commends this Home's offer.

	<p>He also refers to the emotional support from the specialists as one of the best experiences that he had in the Home.</p> <p>When the time comes for the neglected children to stand on their feet, the encouragement and the emotional support are these things which help them to move on.</p>
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E. Boys' House

Children who are in the House

Duration of staying	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <u>J</u> <u>10</u> </div>	<p>I was 7 years old when I came to the Home.</p>
Carers second parents		<p>The carers are like second mothers and fathers.</p>
SW cares & gives answers		<p>The SWs are the persons who can give to us answers and care about the meetings out of the Home</p>
Necessity of the role due to lively presence of SW		<p>Her role is necessary because when the other staff is occupied she is there for us, even for the medicines we need.</p>
Positive feelings		<p>There isn't anything that ruins my mood. I like it here. I asked to come here.</p>
Connects relationship with feelings		<p>I discuss with the SW how I feel about being here and for this reason our relationship is important for me.</p>
		<p>MEMO: The SW gives answers. If the children due to their nature, have many questions about the world, the people and everything that surrounds them the neglected children have this need much more and not only with the aim to learn but also to give explanation to the many "whies" which concern their family condition.</p> <p>Many times these questions torture them and for that reason they need someone to give the answers. When they take the answers (here given by the SW) they may be calmer and look after themselves.</p> <p>J finds out the SW dedication which can be seen even in the care for medicines.</p> <p>He reports that he was then one who asked to be entered in a Home.</p> <p>Neglected children after experiencing a severe neglect or abuse they want to escape for this entire ugly environment and find a shelter where they can be saved. For these children for whom the Home was their choice it is the most easier to move on.</p>

Duration of staying Carers like teachers	<p><u>An</u> <u>8</u></p>	I was 6 years old when I came to the Home.
SW mediator		The carers are like teachers to me, they help me in my homework and care for me.
Importance of the role		The SW is another person who cares for us and also a mediator when the things are difficult Her role is important .If there wasn't a SW, another person who cares for us it would be missed.
Ambiguous feelings		How I feel? So—so I would like to be here because I will educate myself but I would like to be with my mum too. We discuss with the SW these feelings and she helps me with her everyday presence in the Home. Yes our relationship is important.
Discussion & presence affect feeling. Importance of the relationship		MEMO: An sees the care through the school help that carers give to him. The SW would be missed if she wasn't there. A person will be missed if he/she is absent when he/she has a decisive position and completes an equally decisive role. Thus An with this phrase dignifies the great meaningfulness of the SW's role. His ambiguous feelings have their source on the one hand to his acknowledgement of the benefits of the Home which are very important for his life and on the other hand, as a child of 8 years old, to his desire for his mum and the life with her.
Duration of staying Carers like aunts SW cares Importance of the role ascribed in the support	<p><u>St</u> <u>10</u></p>	I came at this Home one year ago. The carers are like good aunts for me, and the SW another person who cares for us and supports us. Her role is important because if there wasn't any SW we wouldn't have anyone to support us.
Good feelings		I feel ok for staying here, and the SW helps me in my everyday life in the Home. Thus our relationship plays an important role for me and my placement here.
Relationship & presence of SW connected with feelings	<p><u>T</u> <u>12</u></p>	
Duration of staying Carers substitute parents		I was 6 years old when I came to the Home The carers substitute my parents .They are like mother
SW cares & supports		The SW cares for us and she supports

<p>Importance of the role</p> <p>Home an opportunity to raise up well</p> <p>Connects relationship with feelings</p>	<p>us.</p> <p>Her role is very much important; without her nothing will be in order.</p> <p>I don't have mother and being here it is good for me but also for my father because he doesn't raise me up alone.</p> <p>We discuss with the Mrs. N. my feelings for the Home. Yes I like our relationship</p> <p>MEMO: T found substitutes of his parents, especially of his mum who he has lost her. He feels relief for the fact that the Home accommodates him and his father isn't alone in the effort to bring him up.</p> <p>It seems that the father and the Home is a family for T and that is the best for his emotional balance. Usually the parents don't like the Homes and the people who run it. They accuse them for "taking" their children from them and for this reason the collaboration is very difficult and that has an impact in the child's up bringing.</p> <p>In terms of the SW's role it is seen for first time to be connected with the "order of the things"</p> <p>Neglectful homes are featured as non organized homes.</p> <p>T found a home with the opposite style and the SW holds maybe a prominent role in this organization</p>
<p>Duration of staying</p> <p>Carers care temporally</p> <p>SW cares and schedules the weekends</p> <p>Good feelings</p> <p>Presence and relationship connected with feelings</p>	<div data-bbox="651 1198 798 1317" data-label="Text"> <p><u>Al</u> <u>10, 5</u></p> </div> <p>I came to the Home when I was 5, 5 years old.</p> <p>The carers are the persons who care for us for very short time.</p> <p>The SW is another person who cares for us.</p> <p>Yes the role of SW is important because she arranges where to go at the weekends.</p> <p>I feel good for being here. The SW helps on that by her presence in the Home in my everyday life here.</p> <p>Yes our relationship plays an important role to feel good for the Home.</p>
<p>Duration of staying</p> <p>Carers second parents</p> <p>SW supporter</p>	<div data-bbox="651 1870 798 1989" data-label="Text"> <p><u>Nt</u> <u>10</u></p> </div> <p>I came to the Home when I was 9, 5 years old.</p> <p>The carers are like second parents</p> <p>The SW is a supporter of our</p>

Importance of the role through consult		opinions Mrs. N. is very nice and she consults the children not to aggravate and she helps them to become friends again. I feel so-so. Some children here fool me because I am new here and foreign We discuss with SW these feelings and she consult me to keep trying Yes I count on this relationship for the above reason.
Ambiguous feelings		
Counts on the relationship		MEMO: Nt accents the role of the SW's role as a counselor especially in his difficulty of being new and probably not acceptable yet. The latter may be the reason of being aggressive and it is very basic to have someone (the SW) to encourage him to keep trying. The neglected children having experienced the rejection due to their parents' inability to care and offer, it is very unfortunate to find a new environment with the same kind of behavior. On the other hand for the children who have been in the Home more years than Nt, it looks strange and threatening the presence of a new person for who they keep a defensive position.
Duration of staying	<u>Ib</u> <u>8, 5</u>	I was 6 years old when I came to the Home.
Carers just employees		The carers are just employees who do their job
SW cares		The SW cares for us.
Limits the importance of the role		The role of SW isn't so important in comparison with the other staff. I feel ok for being here. I discuss these feelings with the SW.
Positive feelings		No our relationship doesn't play any role on these feelings.
Diversifies relationship of feelings	<u>C</u> <u>8</u>	I was 6 years old when I came at the Home.
Duration of staying		The carers are people who care us for short time.
Carers care temporally		The SW is a mediator of our opinions.
SW mediator helper		The SW helps us to the solution of our problems.
Good feelings		I feel nice.
Connects relationship & presence with relationship		The SW helps me in my everyday life. Yes our relationship helps to have good feelings for the Home.

Children who have left the House

Duration of staying Positive experience Collaboration with 2 SWs	<u>G</u>	I was accommodated in the Home for 9 years. It was nice I didn't have any bad experience I was collaborated with two SWs.
Duration of staying Many good experiences Bad experience: bad organization & unused help Collaboration with many SWs	<u>P</u>	I stayed at the Home for 10 years. The best things were the opportunities which were given for education, the emotional support from the specialists and in general the good system of up bringing. The bad experiences were that I couldn't use the help that I received from the specialists. In addition sometimes we weren't so organized I collaborated with many SWs. MEMO: As L mentioned, P and Pe consider that the opportunity of education is one of the best experiences that they had in the Home. P and Pe identify with the opinion that the Home needs to be more organized. P marks that he didn't use the help that he had received from the specialists but he doesn't clarify the reasons. However he acknowledges that the support was given anyway. Many neglected children who grew up in the Homes don't appreciate any positive thing they receive while they are in the Home. On the contrary they may oppose and sometimes aggravate with the specialists for being under pressure. They can see clearly both the reason and the avail when they leave the Home; but for some of them many opportunities and valuable time have been lost Maybe P tries to express his regret about it.
Duration of staying Very good experience Difficult beginning Collaboration with 3 SWs	<u>T</u>	I have been at the Home for 8-9 years. Everything was nice for me. It was the most significant part of my life. It influenced me so much that I didn't want to leave. It was difficult for me in the beginning

<p>Duration of staying Home provided opportunities</p> <p>Bad experience failure of specialists to help</p> <p>Met 3 SWs</p>	<p>It was a new environment and it took me time to adjust, but while you grow up you realize that everything was taking place for you on good.</p> <p>I collaborated with three SWs.</p> <p>MEMO: T, on the contrary with P, seems to have comprehended earlier the purpose of the Home although he found the beginning difficult.</p> <p>He says "...everything was taking place for your on good."</p> <p>For T the system of Home was so suitable for him that was feeling nice and for that reason he didn't want to leave.</p> <p>The latter should be examined by another point of view that of the weakness of the child to stand on his feet, or an impendent unsuccessful preparation of leaving.</p> <p>He gives the latter as the reason in the category "Future Planning" :</p> <p>"The life after Home? ...It was also difficult emotionally...</p> <p>The reason was that I grew up in a place (the Home) and I hadn't been prepared for the life out of Home."</p> <p><i>Pe</i></p> <p>I have been at the Home for 11 years.</p> <p>The Home provided opportunities for education. The good system of up bringing was something we were needed after our home's "breaking"</p> <p>My bad experiences were that the failure of the specialists, SW and pedagogues to help me. The everyday system wasn't so organized. Finally I needed a better plan for my leaving.</p> <p>I met three SWs.</p>
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GENERAL MEMOS: Most of the children have good opinion for being at the Home. They characterize it as second home, a peaceful place to grow up, and a roof under which you can feel safe.

Some of them justify the reason that they are accommodated in the Home and appreciate the offer in care, emotionally support, and the opportunities for education. Though there are children who feel sad and they miss their home. Others feel lucky, happy, grateful and proud for being there. They realize that it is a place where many children, members of staff and specialists have to cooperate together so to produce something good for the children. They have seen the disadvantages of the Home like the strict punishment, the deficient organization and supervision.

Finally the age of their entry for most of them was between 5-11 years old.

For them the carers are employees who just do their job but for the most of them they are person who care temporally. For many children the carers substitute their parents or they are felt like good aunts.

In comparison with the role of the SW the latter cares more, disposes more time, and he/she is more educated on the children so he/she can help more effectively and handle the personal issues with confidentiality and knowledge. For that reason they trust him/her more. For some of them he/she is just a professional.

The SW represents the ideas of the children and supports them.

The role is established as important and the reason is that only with the SW can speak about their personal family's problems. He/she also makes them feel nice for the Home and for that reason they believe that the relationship influences their good feelings for being at Home. They also feel the SW as a father. They see him/her to do many things for them but the most frequently mentioned was that he/she is there for them.

A. Girls' House

Children that have left the House

The reason of separation: drinking problem.

Age of separation: 5,6 years old

H

I was 5 years old when I had to leave my family. My parents hadn't a good relationship and also there was a drinking problem, me and my sister had to be moved.

D

I was 6 years old when I had to be moved from my home and come here. My mum had been working all day and she couldn't raise us up.

MEMO: H and D are sisters. Though D declared a different reason of separation. She was hesitated from the beginning of the interview. She looked ashamed referring to the reason of the separation.

It is easier and less painful for the children to refer as a reason of the parents' difficulty to raise them up due to the overload work, than to uncover the real reason which was the drinking problem. The SWs who work in the Homes advocated of that because they have seen it even to the children who are old enough, like this participant (22 years old), or when the children know that the SWs of the Home are informed about their reason of entry and there is no need to present something else than that which really exists.

Children who are in the House

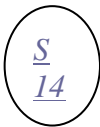
<p>Excludes the role of SW</p> <p>The House is felt as home</p>	<p><u>E18</u></p> <p>I was 10 years old when I left from my family. I went firstly in a House and after 4 years I came here. My parents aren't in life now. The social worker didn't help at all. (In her narration what a SW represents for her among others declares): I love this place because it offers me everything that my family couldn't. I can feel them like a family.</p> <p>MEMO: The Home is felt like a home but the SW's role is excluded from her relationship with her parents. This sounds like a contradiction but also can be exists. The parents aren't in life so it couldn't be any intervention in their relationship but also some children who live in Homes see their relationship with their parents as something that nobody can change, even when it is damaged, even when a big effort took place from the specialists.</p>
<p>Better Current relationship</p> <p>Sadness expressed by tears</p> <p>The role of SW is comforting Meaningfulness of the relationship</p>	<p><u>D</u> <u>a</u></p> <p>I was 7 years old when I left from my home. My relationship with my parents are enough better now than before. The social worker helped me to confront them. I feel sad with the fact that I have been apart from them and sometimes I'd like to burst to tears. She (the S.W) comforts me and she arranges meetings with them. Yes I believe that my relationship with her plays an important role in terms of the current situation with my parents.</p> <p>MEMO: She sees the relationship with her parents better but she feels sadness for having them apart. An adverse relationship can be availed by a distance but it is hard for children (burst to tears) having the parents apart from them. The SW comes among them and helps the child to confront the parents, comforts her and contributes by this position to a better current relationship.</p>
<p>Better Current relationship</p> <p>Sadness Supportive the role of SW Meaningfulness of the relationship</p>	<p><u>M</u> <u>9, 5</u></p> <p>I left from my home when I was 6 years old. My relationship with them is very much better than before I could say. Although I feel little sad. The social worker collaborates with me and my parents to deal my problems .She also arranges the meetings with them. Yes I believe that she helps.</p> <p>MEMO: The role of SW is supportive to the child but she doesn't exclude the parents from this effort. This helps the children to have connection with their "roots" and gives to the</p>

<p>Close to the family</p> <p>The role is uniting and comforting</p> <p>Feels joy when she sees them</p> <p>Meaningfulness of the relationship</p>	<p>parents the chance to play their role from a better position because the SW is there to check what may harm the children.</p> <p><u>AI</u> <u>0</u></p> <p>I left from my family when I was 5 years old. My family and I? We are much closed. The social worker participates to the effort of a reunion.</p> <p>I don't feel well. I am looking forward to Fridays coming, so I can see them and feel joy. With the S.W. we discuss my feelings that I told you before and she comforts me.</p> <p>Yes my relationship with her (SW) plays an important role.</p> <p>MEMO: The reunion is her hope and her dream; she waits eagerly the Friday to see them and feel joy. She puts the SW in her dream to play a crucial role. The SWs of the Homes refer often to this desire which most of the children have and live with it.</p>
<p>Better Current relationship</p> <p>Supporting role via discussion</p> <p>Sadness/bad feeling</p> <p>Meaningfulness of the relationship</p>	<p><u>K</u> <u>11,5</u></p> <p>I left from my home when I was 10 years old. My relationship with my parents is much better than before.</p> <p>The social worker and I discuss after the meeting with my parents about any problem which might have been arisen.</p> <p>I feel bad for our separation and sad.</p> <p>With the SW we discuss my feelings and my relationship with her is important</p> <p>MEMO: The discussion after parents' and child's meetings seems important. The SW supports the child because the meeting may raise stress and painful feelings. The expression of the latter credits the role of the SW important.</p>
<p>Feels close to the family</p> <p>Nothing change to relationship</p> <p>No SW's influence to the good parental relationship</p> <p>Receiving love from SW and Home</p>	<p><u>An</u> <u>16</u></p> <p>I was 9 years old when I left from my family. My relationship with my parents? We are much closed. I don't think that the SW played any role in my relationship with them. The relationship was good from the beginning</p> <p>I miss them. I have a good time here and I receive love from the people here.</p> <p>The SW supports me to feel well. She is another person from who I get love, so our relationship is important to me.</p> <p>MEMO: She feels that the relationship isn't needed anything from the beginning, but she grows up in a Children's Home. This is referred as another characteristic of the children in the Homes by the SWs, they like beautifying (she does it a lot here: "the relationship was good from the beginning") their</p>

<p>Good current feelings for family Sad feelings Excludes the role of SW</p>	<p>relationship which is “limped” because otherwise the children would be with them. She receives a strong feeling like love and that makes the role important. If we would like to compare what she says here with what her drawing shows (The Home and the SW on the top of the door, in the center of the Home among the children) we will see that she sets the SW quite “high” in her conception.</p> <p><i>Mel</i> <i>13</i></p> <p>I was 6 years old when I left from my family I could say that our relationship is very good. I don’t discuss with the social worker these things. I feel sad about the separation .As I told you I don’t discuss it Hmm...I don’t know if our relationship with the SW plays any role or not.</p> <p>MEMO: Information from the file of this child showed that the SWs have done many things for her and she has many times turned to the SWs for help and she has received it. Her statement here reveals that she doesn’t like to admit that she is in need. It is really hard to admit that you are in need; means that you are vulnerable, weak, without the power. This child likes showing that she is strong and experienced because she has to tide over all this that happened to her. There isn’t any borderland left to feel a child and experience her need for adults care because there isn’t any for her or it is too little.</p>
<p>Better bonding Supporting role via discussion care for extra help Sad feelings Meaningfulness of the relationship</p>	<p><i>F</i> <i>10</i></p> <p>I was 5 years old when I left from my family. Now relationship is better than before .Enough better. I discuss with the SW the reality to have my parents and live apart from them at the same time. I feel little sad. I discuss that with the SW and she comforts me. She also arranges for me to see psychologist so I can discuss my feelings I believe that’s why our relationship has a meaning.</p> <p>MEMO: The discussion with the SW plays a special role for her feelings’ comfort. In addition the care to receive extra help from a specialist gives to the relationship with the SW meaningfulness. When we discuss our sad or conflict feelings “have my parents and live part from them” relieve us; let alone when we do that with specialists who know how to lead us to this comfort that we looking for. Her acknowledge for that enforces the meaning of the relationship SW’s and child’s.</p>
<p>Good current feelings for family Supporting role via</p>	<p><i>Mat</i> <i>23</i></p> <p>I was 12 years old when I left from my family. Our relationship is very good now. With the SW we usually discuss the fact that I live here and my parents are not with me.</p>

<p>discussion Feels the lost/dealing it with acceptance Meaningfulness of the relationship</p>	<p>Well I feel bad because I am here and they are not. But I am good here. I accept the things as they are. We discuss this with the SW and her role is to comfort me. Yes I think that our bond must exist. MEMO: The acceptance of the reality as she experiences it now despite the bad feeling of not having her parents near to her is a very favorable position for the child to start a successful course but also a useful “tool” for the SWs to help the child to move on. The SWs of the Homes find a big difficulty to help the children who can’t accept what happened to their family and to their life. They can’t see beyond this and so they can’t see any course to follow.</p>
<p>Good current feeling for the one parent/does things to please mum The SW an ally to her effort. Acceptance of the reality Every day’s support gives importance to the relationship</p>	<p><u>Anit</u> <u>18</u></p> <p>I left from my family when I was 10 yeas old. Well, I have a very good relationship only with my mum. We are much closed. With the SW we discuss how I can do parallel things by which my mother will be pleased. How I feel...I accept the things as they are. The SW helps me at the every day’s issues, so I believe that our relationship counts. MEMO: The aim to please her mum is an effort to get closer to her and a gain for her happiness. If the mum who is not staying in the same home with her is happy then the child is happy let alone when the latter is responsible for this happiness. The child has the SW an ally and next to her in this effort, so she doesn’t feel alone in this which may be a struggle for her.</p>
<p>Better bonding/feeling the lack of them/ Limitative desire of the contacts Meaningfulness of the relationship</p>	<p><u>Al</u> <u>17</u></p> <p>I left from my family when I was 14 years old. Now I feel closer to them, than I was before. The SW helped me to confront them. The relationship now? Well, I feel better when I see them only at the weekend, but when we were everyday together... Now I miss them. We, SW and me, discuss all these things and that’s why that which we have is important MEMO: Conflict feelings come to the surface and declare that the relationship misses the emotional stability and comfort which to the child needs to feel so to meet them without any compunction. When a relationship hides a negativism the latter is showed clearer when the members come together, a chance is given to be expressed. When the members are apart this chance is limited and the bright side, if any, is increased.</p>

<p>Same negative current family relationship</p> <p>Supporting role via discussion</p> <p>Feels like making patience</p> <p>Excludes Meaningfulness of the relationship</p>	<p><u>Ane</u> <u>18</u></p> <p>I was 11 years old when I left from my home. My relationship with my parents is quite the same as it was before I left. They deal the same financial problems and they don't care about my progress in school because they are preoccupied with these problems.</p> <p>With the SW I discuss the issues that may appear after the meeting with them.</p> <p>How I feel? I try to be patient. That's all. The SW? There isn't any need to help. No I don't think that our relationship plays a role on this.</p> <p>MEMO: On the one hand a bitter sense appears about the parents to who no excuse is allowed for their occupation with their financial problems. On the other a complaint is expressed with pain for which she tries to be patient. It is a fight that she has to give it by herself without including any help from the SW.</p>
<p>Good current feeling for the one parent</p> <p>Sadness/having goals the recourse</p> <p>Excludes Meaningfulness of the relationship</p>	<p><u>Kat</u> <u>16</u></p> <p>I was 6 years old when I left from my home. My relationship with my parents is very good. My mum comes to school and ask about my progress very often.</p> <p>The SW doesn't help on this.</p> <p>I feel sad but I have been thinking my goals. I haven't discussed it with the SW and that's why I don't think that our relationship plays any role.</p> <p>MEMO: She compensates the sadness for having her mum apart with her goals. This is a curative tool which will help the child to move on. The mother's interest for her progress enforces the child's effort not to bog down into her sadness.</p>
<p>Better bonding</p> <p>Satisfactory feelings</p> <p>Ignorance of the SW's role</p>	<p><u>Ath</u> <u>13,5</u></p> <p>I left from my home when I was 6 years old. Our relationship is better than before. Enough better</p> <p>I don't know if the SW helped me.</p> <p>I feel OK. (She refused to answer the next questions.)</p>
<p>Good current feelings for family</p> <p>Supporting and comforting role</p> <p>Meaningfulness of the relationship</p>	<p><u>G</u> <u>13</u></p> <p>I left from my home when I was 11 years old. My relationship with my parents is very good</p> <p>I discuss with the SW the fact that I live here apart of my parents.</p> <p>I miss them and the SW comforts me. Yes, this which we have together is important.</p>

<p>Good current feelings for family</p> <p>Sad feelings</p> <p>Supporting and comforting role</p> <p>Meaningfulness of the relationship</p>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  </div> <div> <p>I left from my home when I was 6 years old and now the relationship with them is very good.</p> <p>I discuss with the SW the fact that I grow up in other place than my home with them. I feel bad about it .</p> <p>She (SW) comforts me and I like what we have.</p> <p>MEMO: For both G and S the discussion with the SW about growing up with the parents apart seems important because it bares comfort. Receiving comfort means that my problem or pain or conflict that I experience is analyzed by getting in the listener's thinking and point of view, shared by reporting it to someone (here is a specialist who knows how to handling such cases) and waiting a guidance. All these make the burden lighter and the confrontation easier and more successful. These children who grow up in a foreign environment than their home and at the same time have to deal with the whole thing of the adverse relationship with their parents need this plan of comfort the most.</p> </div> </div>
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Social workers' opinion

Meditative role of SW between parents and children.	SW1	In every day's program, at least one contact with the natural parents of the children will take place. During our contacts with the children an important part of our discussion is that of their families.
Importance of the parents existence in children's lives	SW2	Yes daily we contact with their parents and one of the problems that we are called to discuss with the children is the problems that they faced with them
Children trust the SWs for family issues	SW3	<p>I meet the parents very often. A topic that we always discuss with the children is the issues with their separation and their relationship with them, and of course the feelings that are created by the whole situation</p> <p>MEMO: An adverse, neglecting relationship may create two sides (children and parents) who can't find a path that can move on together. A mediator is important especially for the side of the children who are undefended, weak, and emotionally wounded. The children understand that the mediator (the SW) is firstly there for them and this is one of the main reasons that they trust him/her. The trust is a fundamental base for children to be opened for such sensitive issues let alone when the adult's patterns have betrayed them so far. It seems that the SWs have gained that necessary trust because the children talk daily about relationship, feelings, and painful situation like separation.</p>

	<p>This relationship of trust is not only a temporal opportunity for the children to face all this that they are experienced but also a good picture of what an adult should represent. A good listener, a trustful, a supporter.</p> <p>On the other hand SWs of the Home bring- as much as the situation permits- the parents into the children's life. The Home becomes through the persons who represent its philosophy an intermediate stage, and factions with the family for the children's benefit, without erasing the bond that they have each other no matter how lacks of attachment.</p> <p>In comparison with what the same SWs stated on what they represent in children's life their words advocate of the above by saying that they are "an important space between their home and after it." and they represent "persons of trust and security".</p>
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B. Girls' House

Children who are in the House

<p>Better family bonding</p> <p>SW is a person to turn to</p> <p>Nervousness/Effort of not thinking about it</p> <p>SW's role consulting for the parents. Importance act the arrangement of meetings</p> <p>Minimized the importance of the relationship</p>	<p><u>K</u> 14</p> <p>I left from my home when I was 8 years old My relationship with my parents is good enough. With the SW we discuss the fact that I am here without my parents. On that issue I get explicit answers because she knows me.</p> <p>(In her narration what a SW represents for her among others declares):</p> <p>She is also the person who I go to and tells me how I should behave to my parents to my brothers and sisters.</p> <p>I feel nervousness about the separation from my parents but when I don't think much about it, it passes. When I have this feeling the SW arranges to meet my parents. She also helps my parents by consulting them.</p> <p>My relationship with the SW didn't help so much to my relationship with my parents.</p> <p>MEMO: The feeling of nervousness is born by an uncertainty of the turn which will take K's relationship with her parents. It seems that troubles her a lot once she gives an effort to drive it away from her mind so she can find peace. She is looking for answers which the most neglected children try to find. It is the "why" and the "how" all these which happened and "I am here and not with my family" which may be very torturous and it can dog down the children in their struggle to give answers without giving rise to pain. This is almost impossible because there is no excuse for the parents' inability to care for their children. By the side of the latter they are experienced this bond as something very natural given.</p>
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	<p>K involves the SW in this process of finding answers and allay. For her is a person who knows her. We usually decide to speak about so personal things like our relationships to the people and accept answers from them when they really know us. K releases not only herself but also her parents to the SW guidance and consulting. Although she can't see that her relationship with the SW helped to her relationship with her parents. This statement contradicts with the above which appears that there is a relationship which is almost focuses in the parental relationship.</p>
<p>Better family bonding No discussion with the SW about the issue</p> <p>Better and relieving feelings</p> <p>Meaningfulness of the relationship</p>	<p><u>A</u> <u>13</u></p> <p>I left from my home 1 year ago. My relationship with my parents is enough better than before</p> <p>I haven't discuss with the SW anything about my relationship with my parents.</p> <p>How I feel about the separation?</p> <p>I feel relief. Better than when we had our problems.</p> <p>I believe that my relationship with the SW played an important role though she wasn't here when I first came.</p> <p>MEMO: The relief that A feels shows that she is unloaded from a heavy burden which may be an adverse environment of her home. Living far away from it- probably in a better one-creates to the child revealing feelings because she is far away from a harming painful situation. Like when we are sick and the pain goes away. On the other hand her removal from her home made the bonding better. This is a good turn of the act of social services when they end to remove children from their home and proves that their judgment was right.</p>
<p>Better family bonding</p> <p>Supportive role to confront the parents and to deal the reality</p> <p>Acceptance of the reality/Relieving feeling</p> <p>Comforting role and important act the arrangements of the</p>	<p><u>D</u> <u>18</u></p> <p>I left from my home when I was 12 years old. My relationship with my parents is enough better than before.</p> <p>The SW helps to confront them and we discuss after our meeting any problem that might come up. We also discuss the reality to be here and have my parents apart.</p> <p>I feel relief for the fact that I was separated from them. I accept the things as they are.</p> <p>We discuss these things with the SW; she comforts me and also arranges the meetings with them.</p> <p>My relationship with the SW played an</p>

<p>meetings.</p> <p>Meaningfulness of the relationship</p> <p>SW a helper of getting away from the misery and moving on</p>	<p>important role because if she wasn't her I would be in a worse position than I am now in terms of my family's problems.</p> <p>(In her narration what a SW represents for her among others declares):</p> <p>The SW contributed to my "escape" from the miserable family environment. And she gave me the strength and the will to continue my effort for MY interest and also for my goals' achievement.</p> <p>MEMO: D feels that she was locked in an environment which although was the natural place of her up bringing she has to "escape" from it in order to live far away from the misery and feel relief. The SW is a contributor not only to her leaving but also she is the person who helped her to turn to herself and fight for her. The capital letters in the possessive pronoun "MY" interest shows that she doesn't wish to be occupied with anyone else but herself. This is the best we, may say, solution for these children who where in the middle of a serious family crisis. To look after themselves and continue their lives. Usually the opposite exists, the children remain in an expectation of a betterment which never appears and they can come up and see what is best for them. Another reason that they do this is that stop waiting for betterment is painful and hard for them. It means that the hope for return to a better condition is fading, and they are already "tired" to make a new beginning. Besides we have to do with children who are supposed to be supported by parents. D here feels the SW as a person who actuates her.</p>
<p>Indifferent current relationship</p> <p>SW helps to the confronting</p> <p>Conflict feelings bad and relieving.</p> <p>Comforting SW's role</p> <p>Meaningfulness of the relationship due to the secrets' sharing</p> <p>Ascription of kindness to the SW</p>	<div data-bbox="603 1321 742 1467" data-label="Text"> <p><u>Dion</u> <u>13</u></p> </div> <p>I left from my home when I was 7 years old. My relationship with my parents is indifferent</p> <p>The SW helps me to confront them.</p> <p>How I feel about the separation? Bad and at the same time relief. I talk with the SW about these feelings and she comforts me and for this reason for me, our relationship is important</p> <p>(In her narration what a SW represents for her among others declares):</p> <p>I get along with Mrs. Ar. because I share with her all my secrets about my parents; I consider her nice.</p> <p>MEMO: Comfort for the conflict feelings which is about an indifferent relationship and the sharing of the secrets about it makes the relationship important and the SW nice. She sees to the SW an interest and a trust that she hasn't them from her family. She can feel here one kind of feelings which will not confuse her and she can feel the relief as she mentioned above. Relief for the reason that there are adults who can care and can be trust. The</p>

<p>Better family bonding Bad feelings for the separation Supportive role to deal the reality Meaningfulness of the relationship</p>	<p>SW is a good model of adult for the Dion's social development.</p> <p><u>B</u> <u>10</u></p> <p>I left from my home when I was 7 years old. My relationship with my parents is good. Enough better than before. With the SW I discuss the fact that I am apart from my parents and for that I feel bad about it. She gives me comfort. Yes our relationship is important for me.</p> <p>MEMO: The fact that she is apart from her parents, she experiences it as a bad feeling which may be a painful one and for that reason she needs comfort. The latter is offered by the SW and the tool of discussion when this bad feeling revealed and the child's pain is decreased.</p>
<p>Better family bonding Relies on the discussion with the SW after the meeting Feelings for the separation related with friendship Meaningfulness of the relationship</p>	<p><u>G</u> <u>12</u></p> <p>I left from my home when I was 7 years old. My relationship with my parents is enough better than before. I discuss with the SW everything that gets place during the meetings with my parents for example feelings that might come up About the separation? I didn't have friends there so I don't feel bad. Yes, the relationship with her is important.</p> <p>MEMO: She relates the family with the not existence of friends and for that reason she doesn't feel bad. It is very odd that she sets the things in that way. She would feel sad or bad if she had to leave behind friends and she fell less bad for leaving her family. This may happen because there is such a weak attachment that it doesn't allow deep feelings to be created or G. tries to use the defense mechanism of permutation because the separation is too painful for her to handling it.</p>
<p>Better family bonding Acceptance of the reality The role is helpful for a better future. Importance of the role existence</p>	<p><u>Din</u> <u>14</u></p> <p>I was 10 years old when I had to leave from my home. Our relationship is very much better than before. I feel that I should accept the things as they are With the SW I discuss that I have my parents apart from me and she helps me to have a better future. The SW helps us with many ways. But I have to comprehend the things by my own. She takes us to this point slowly. I believe that relationship should exist.</p> <p>MEMO: The SW helps the child to have a better future by getting to the comprehension of what it is best for her by herself slowly. Time is very important for her to understand the situation and turn an interest for herself. Neglecting parents' behavior and the children's removal from their home due to this, give to the children a sock</p>

<p>Children trust the SW for family issues and for answers</p>	<p>and many of them lose their orientation about almost everything. Thus the time is a very important factor for them to find their way in the present and in the future as well.</p> <p>She gives credits to the SW's work but she emphasizes the importance of understanding by her own. She likes that the SW advocates of that. Another factor for neglected children which is coming as a coherence of the time's factor is that of achievement of personal thinking for things that they should decide or set themselves. Due to neglect they missed the guidance and the training of that because in the early years parents do it- and many of them wait from the others to think and decide for them. The latter may drive the children to wrong paths and to a permanent weakness of deciding.</p> <p>SW1 One of the most favorite subjects for meeting with the children is their relationship with their parents; the problems they have with them and their relationship in the future</p> <p>SW2 Yes, they discuss almost in every meeting scheduled or not about their parents. Mostly they are safer of the "whys" of deprived or the neglectful relationship.</p> <p>SW3 One of the subjects for discussion which children likes to be expressed about, is that of their parents. They have showed that they are opened for this issue only to the trustable members of the staff.</p> <p>MEMO: Trust to people from whom I am waiting vital answers like the "whys" by which children are tortured seems to be the foundation of this relationship. Children can't be betrayed any more. In the SWs it looks that they have found the persons that they can talk and trust. This is not only a beneficial and a partly healing for their emotional damaging condition but also it could be fundamental for their socialization as well.</p>
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<p>Better family bonding</p> <p>Supportive and unitive role</p> <p>Acceptance of the reality</p> <p>Importance of the meetings arrangements</p> <p>Meaningfulness of the relationship</p>	<p><u>G</u> <u>15</u></p> <p>I was 5 years old when I left my home. Today my relationship with my parents is better than before. In a big degree. The SW helps me to confront them and he contributes to the effort of a reunion.</p> <p>I feel that I have nothing else to do but accept the things as they are.</p> <p>The SW arranges the meetings with my parents. I believe our relationship is important very much.</p> <p>MEMO: The acceptance of the reality after not having anything else to do, shows that G has done a previous effort and he concluded that there isn't something more for him. The course that he followed and ended to this conclusion is essential for the child's maturity It is also a valuable experience which adds to his socialization a fundamental process of handling difficult situation and not only.</p>
<p>Better family bonding</p> <p>Excludes any contribution by the SW</p> <p>Help through discussion about reality and feelings.</p> <p>Excludes the importance of the relationship.</p>	<p><u>B</u> <u>16</u></p> <p>I was 11 years old when I left my home. My relationship with them is much better than it was before I don't feel that the SW helps at all. Though we discuss the reality to grow up here apart from my parents.</p> <p>My feelings? Well what to do? I accept the things as they are. I discuss with the SW these feelings but I don't think that our relationship plays a role in terms of my family situation.</p> <p>MEMO: Like G, B declares the same statement "Well what to do? I accept the things as they are" It is the same way of acting against a difficult situation. He excludes the SW's contribution to his relationship with his parents and he also does the same for the importance of the relationship with the SW. Though he discusses with the SW about his feelings. Some children in the Homes collaborate with the SWs but they like to feel that they have managed things by themselves. This may be because with this way they show that they grew up and they are strong enough to handle their personal feelings and relationships. Thus they won't need the adults who may harm them, the parents who already did it.</p>
<p>Better family bonding</p> <p>Important discussion with SW after family meeting</p> <p>Bad feelings</p> <p>The discussion with SW is a solution</p> <p>Meaningfulness of the</p>	<p><u>Ch</u> <u>11</u></p> <p>I had to leave from my home when I was 6 years old. My relationship with my parents is enough better than before leaving.</p> <p>After the meeting with them I discuss with the SW everything that might have troubled me. I feel bad because we separated and the solution for me is to discuss it with the SW. I think that our relationship plays an</p>

<p>relationship</p> <p>Good bonding only with father Supportive and unitive role Bad feelings receives comfort by the SW Meaningfulness of the relationship</p> <p>Equivocal relationship Supportive and unitive SW's role Bad feelings for not having them Importance of the meetings' arrangements Meaningfulness of the relationship</p> <p>Enough difficult relationship SW role is parental Bad feelings Comforting the role of SW Meaningfulness of the relationship</p>	<p>important role.</p> <p>MEMO: The discussion with the SW is a solution of not feeling bad and not worry after a meeting with the parents. CH is a very young boy, though he has found the solution for his best. This shows that despite his only 11 years old he has gained a maturity and he knows where to turn to and not wonder.</p> <p><u>D</u> <u>15</u></p> <p>I have to leave from my family when I was 6 years old. I have a good relationship only with my father. The SW helps us to reunite and also to confront them in general I feel bad for having them apart. The SW is the person who I tell all these and receive comfort Yes there is an importance in our relationship.</p> <p><u>M</u> <u>13</u></p> <p>I haven't been with my parents for 3 years now. Our relationship is so-so. With Mr. G. we discuss after I meet them. He also contributes to an effort of reunion. I feel bad because I am not raised up by them. How the SW helps on that? Well he arranges meetings with them frequently so I can see them. I think that my relationship with him plays an important role.</p> <p>MEMO: For both children the SW participates to an effort of reunion and in a dealing of bad feeling of having the parents apart so far. The children don't lose their hope for reunion and they like the person who is close to them at this part of their life to take part and hope with them, share the dream with them and if their dream comes true, to be happy for them. At this time they just hope and the wanted plan isn't coming. This creates bad feeling and they turn to the SW again to receive comfort.</p> <p><u>Bn</u> <u>11</u></p> <p>I had to leave from my family when I was 8 years old. My relationship with my parents is difficult in a enough degree. The role of the SW in this is parental. He is like a father. I feel bad for our separation and Mr. G. comforts me and he takes care of me. So our relationship is important for me.</p> <p>MEMO: The SW is a father for Bn and takes care of him. Here the relationship with the parents is still difficult and the child substitutes the father's figure with that of SW's. He is only 11 years old and he needs to feel a father close to him, he needs care and comfort. It is excepting for such</p>
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	<p>a young boy especially when the relationship is still adverse to look for a father.</p>
<p>Better family bonding Sharing of feelings and concerns with the SW Discussion is a way of acceptance the reality Meaningfulness of the relationship</p>	<p><i>J</i> <i>17</i></p> <p>I have been apart from my parents for 7 years. The relationship is enough better than before. I share with the SW my concerns of having the parents apart and the problems that this may create. The discussion with him helps me to accept the things as they are. The relationship with Mr. G plays an important role.</p>
<p>No so good relationship Importance of the discussion with the SW after meetings The discussion with SW a way of receiving comfort for the bad feelings Ignorance of the importance of the relationship.</p>	<p><i>Chr</i> <i>11</i></p> <p>I left from my home 1 year ago My relationship with my parents is not so good in enough degree. The SW discusses with me after the meeting with my parents I don't feel so well about the separation I find comfort from the SW that's why I discuss my feelings with him. I don't know if our relationship plays an important role.</p>
<p>Indifferent relationship Supportive and unitive role Acceptance of the reality Meaningfulness of the relationship</p>	<p><i>C</i> <i>19</i></p> <p>I left my family 2 years ago. Our relationship is little indifferent. Mr. G. contributes with our talks to a reunion and to the dealing of any problems which may appear after a contact with my parents. How I feel? Although I am old enough I only try to accept the things as they are. Yes our relationship with the SW plays an important role.</p> <p>MEMO: No matter how old a child is who had to leave from his parents he is still hurt. Here C admits that he is old enough to have these feelings but he has them. This may mean that they were painful enough but also that the emotional gaps and "wounds" from an indifferent parental behavior can remain no matter how many years will pass.</p>
<p>Not good parental relationship Importance of the discussion with the SW The meetings a way of acceptance of the reality Meaningfulness of the relationship</p>	<p><i>K1</i> <i>1</i></p> <p>I was 4,5 years old when I had to leave my home Our relationship is not so good in enough degree In terms with my parents the SW discusses with me the problems after the contact with my family either when they come or they call. With the meetings that the SW arranges and the discussion with him I have learned to accept the things as they are. Our relationship is important on the matter of my parents for the reasons that I told you before.</p>

<p>Children trust the SW for family issues and for answers</p> <p>Ascription of parental role to the SW</p>	<p>SW1</p> <p>One of the daily occupations is to meet the parents of the children and to discuss after it with the children about the problems they face with their relationship which the most of the times is adverse.</p> <p>Often they have mentioned that they feel me as a father.</p> <p>MEMO: The SW is an adult model. Here the children go further and name this model as a father. They don't just name it but also, as the SW says, they feel him as a father. It is very crucial especially for the boys to have near them a fatherly figure.</p>
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D. Boys' House

Children who are in the House

<p>No good parental relationship</p> <p>SW role unitive and consulting</p> <p>Meaningfulness of the relationship</p>	<p><u>Th</u> <u>14</u></p> <p>I left my home this year.</p> <p>My parents are divorced and our relationship isn't good at all.</p> <p>The SW participates to an effort of reunion</p> <p>I feel bad for the separation</p> <p>The SW consults me through our discussion.</p> <p>Yes I believe that our relationship with the SW helps me to face all this that I am getting through.</p> <p>MEMO: Th. was very sensitive and had tearful eyes all the time. The SW told me that he can't accept what happened in his family and ended in the Home. It seems that Th is in mourning process in a very early stage where we can't accept the loss of favorite persons. Growing up apart from parents is a kind of loss and for Th is too early to obtain the strength for acceptance. Though this stage is necessary to pass it in order to adjust and move on. The positive side is that he begins to invest in his relationship with the SW.</p> <p>When I finished the interviews I found him in the office of the SW and he looked calm and smiley.</p> <p>The SW told me that he goes there very often .He likes discussing with her, drawing or just being there.</p>
<p>No parental relationship.</p> <p>Contacts with relatives.</p> <p>Comforting SW role for the bad feelings.</p>	<p><u>T</u> <u>11</u></p> <p>I left my home 4 years ago.</p> <p>I don't see my mother at all. I have good relationship with my brothers, with my grandmother, my aunt and my uncle.</p>

<p>Receive of comfort gives meaningfulness to the relationship</p>	<p>With the SW we discuss after the meeting with my relatives. I feel very bad for the separation and the SW comforts me. Our relationship plays a role because as I told you she comforts.</p> <p>MEMO: There aren't any of the parents in the scene of his relationships in stand other relatives have a bond with him. The relatives may play a special role in the life of a child who grows up in a Home let alone when the parents don't exists with the one or the another way. They could be not only for the child persons in who he can refer to but also they represent his family, his "roots" and help him to feel that somewhere he belongs. They can be also helpful to the SWs and the rest of the staff who collaborate for a better child's bringing up.</p>
<p>Good parental relationship Consulting role Bad feelings/ learned the acceptance of the reality. The discussion gives the meaningfulness to the relationship</p>	<p><u>D</u> <u>16</u></p> <p>I left my home 1 year ago. My relationship with my parents is very good. The SW helps. She consults me what to do. I don't feel well for the whole situation but I have learned to accept the things as they are. We discuss with the SW these feelings and once we discuss our relationship has a meaning.</p> <p>MEMO: D seems that he has passed the process of acceptance of his family reality. He "learned to accept"; and he uses that knowledge to handle his bad feelings. "Once we discuss our relationship has a meaning." He puts down his feelings and the discussion contributes to that knowledge and to the next step of moving on. This gives meaningfulness in the relationship because it offers to him the most needed thing that of facing difficult situation.</p>
<p>Good parental relationship The role of SW relies on the conversation. Self confidence to handling the separation The encouragement gives meaningfulness to the relationship</p>	<p><u>S</u> <u>14</u></p> <p>I have to leave my family this year. Our relationship is quite the same. It's good. With the SW we discuss the fact that I grow up without having my parents near. I feel my self quite mature and I can hold up and stay far away from them. We discuss with the SW. Yes our relationship is important because she encourages me sometimes</p> <p>MEMO: He characterizes himself mature to hold up. This may be a thought that he wants to believe it because it is really helps us to hold on when we feel mature or strong. But for these children may also be pseudo-</p>

<p>uncle is the parental figure</p> <p>Forbearance for the reality Importance of the meetings arrangement.</p> <p>Meaningfulness of the relationship</p> <p>No change to the relationship SW efforts for unity</p> <p>Feels like a student</p> <p>The discussion gives the meaningfulness to the relationship</p>	<p>mature behavior (Martin & Beezley, 1977) which protects the child of his young age's weakness to handle the hard reality of experienced the neglect. If it is the latter it could comprise a trap for the SWs considering that the child really holds up. Here the SW encourages S which shows that S is in an effort to hold up; he is driven to the maturity, he isn't already there and needs someone to support him by giving him courage more than he thinks.</p> <p><u>Al</u> <u>13</u></p> <p>I was 9 years old when I left from my home I see once a year my dad, and my uncle every Weekend. I could say that after so many years the relationship is good. I want to be with my family but I can't, so I forbear it. The SW arranges the meetings and we discuss a lot about my parental situation. She also helps my parents. Yes, our relationship with her is important for me.</p> <p>MEMO: A appears to be tormented by the relationship with his parents. "After so many years the relationship is good" This statement could hide a tiredness of trying of the child's side. The forbearance of the reality and the uncle-not the father although the relationship ended to be good-as a parental figure associates the big effort with the no equal outcomes.</p> <p><u>N</u> <u>15</u></p> <p>I left my home 1 year ago. My relationship with my parents is the same as it was before I come here. The SW tries for me and my parents not to end estrange. When it has been a long time she asks me if I'd like her to arrange a meeting with them. How I feel about the separation? It was difficult at the beginning but now I feel like being a student who studies in other city and visiting his folks in the weekends. We discuss all these with the SW and I believe that this which we have is important</p> <p>MEMO: N is afraid to end estrange with his parents and feels the SW as a helper to avoid the realization of this fear. On the same ground is based and his feeling of being a student and not a child that experienced neglect. This probably a comforting emotional setting of his feelings and thoughts which may faction as a defense mechanism.</p>
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<p>Satisfactory relationship. SW's role supportive and unitive Sadness /Importance of the meetings' arrangement Meaningfulness of the relationship</p>	<p><u>So</u> <u>15</u></p> <p>I left my family one year ago. My relationship with my parents is ok. The SW helps by helping me to face them in general but especially after our meetings, and also she tries to get us someday back together. I am sad that we are separated and the SW arranges meetings and we discuss a lot about it. I think that our relationship plays an important role for the reason that I told you before.</p>
<p>Satisfactory relationship Informational the role of SW Acceptance of the reality Importance of the meetings and discussion with the SW Meaningfulness of the relationship</p>	<p><u>Sn</u> <u>16</u></p> <p>I left my family when I was 12, 5 years old. My parents and me? We are ok. The SW informs them about my school progress. I'd like to be with them but what can I do? I accept the things as they are. The SW arranges the meetings with my parents and we discuss. Yes, I believe our relationship is important.</p>
<p>Better family bonding Collaboration mother's and SW Often family contacts/Acceptance of the reality Meaningfulness of the relationship due to the collaboration with the family and him</p>	<p><u>B</u> <u>15</u></p> <p>I left my family one year ago. My relationship with my parents is good .It is enough better than before. The SW usually talks with my mother but I don't know what exactly they say. About the separation? Well I see them every weekend and we also talk on the phone... I accept the things as they are. The SW arranges the meetings with them(parents) Our relationship plays a role because she discusses with me and my parents about me. For example she collaborates with my parents to collect my papers for my id's publication . MEMO: B sees the importance of the relationship on things that someone can bypass them because they seem fiddling. But for children who had to leave for their families because the environment was neglecting could lose the order of almost everything. The collection of papers useful for the child's existence and future for example id's papers may be a nightmare for the people who are responsible for them now. Thus the person who tries on that- here is the SW-acquires appreciation.</p>
<p>No family contacts Huge importance of the</p>	<p><u>K</u> <u>19</u></p> <p>I left my family when I was 13 years old. I don't have any contacts with them. The importance of SW's role is huge. When I</p>

<p>role</p> <p>Anger for family and himself SW encourages</p> <p>Meaningfulness of the relationship</p>	<p>came here she went to my home and she saw what was going on there; the whole negative situation. Then she and the other staff helped me to face it.</p> <p>I feel angry about my parents' behavior and mine's against them.</p> <p>We discuss with the SW all these and she tells me to make a new start ... In a few words I don't want to go back.</p> <p>Our relationship with Miss K. played an important role.</p> <p>MEMO: K got away from his home and he doesn't want to go back. The SW saw his home condition and she discusses with him and helps him to move on. She has seen from near "what it was going on there" and she didn't judge or criticize him and his family or his anger for the whole issue. In stead, she tries to support with discrimination. In K eyes, this attitude puts up the SW's role in a "huge" respect.</p>
<p>Good relationship with the father Feels like home Feels the lack of the parents</p> <p>Comforting role of SW</p> <p>Limited importance of the relationship</p>	<p><u>Ba</u> <u>13</u></p> <p>I left from my home when I was 8 years old. We are ok now.</p> <p>I discuss with the SW the problems which may appear after a meeting.</p> <p>I have a good time with my dad but not so much with my mum. But I have someone, to feel like having a home. I play here, I am all right, but I miss them.</p> <p>I discuss with Miss K. and she comforts me. My relationship with her?</p> <p>So-so. It doesn't play so important role in terms of my parental situation.</p> <p>MEMO: At least I have someone to feel like having a home. Although BA has a good time in home misses his parents and he avows that he needs a home and the latter can be constituted by one caring parent. It is the same big desire of belonging which is expressed by T and by many other children who leave far away from their families because they have the inability to care of them.</p>
<p>No family contacts</p> <p>Feels little bad/acceptance of the reality. SW connects him with foster aunt</p> <p>Meaningfulness of the relationship</p>	<p><u>J</u> <u>14</u></p> <p>I was 11 years old when I left my family. I don't see my parents at all.</p> <p>I feel little bad about it but I try to accept the things as they are by having patience.</p> <p>Miss K. arranges meetings with a foster aunt who I met in the hospital where I was before I came here and I have keeping contacts with her since then.</p> <p>The relationship we have plays a role.</p>

	<p>MEMO: The same need for family and the feeling of belonging is showed in J case. SW tries to connect a person who cared for him and became lets say a foster “aunt” so that J to feel that someone out of Home is there for him. The feeling of belonging especially in children proved for another time requisite.</p>
<p>Better family bonding</p> <p>SW gives solution</p> <p>Acceptance of the reality and what best for him</p> <p>Consulting role of the SW</p> <p>Meaningfulness of the relationship</p>	<p><u>Dm</u> <u>15</u></p> <p>I left home 3 years ago. My relationship with my parents is enough better than before I discuss with Miss K. after the meeting with my parents in case something bothers me. She has solve many problems. How I feel? I accept the things as they are because I know that it is for the best. We discuss with the SW these feelings and she consults me. She makes clear to me for what reason I should do the right thing. Yes, I count on our relationship.</p> <p>MEMO: Dm has the SW as a person to who he can turn to find solutions, advice and take the reason for his good acts. Neglected children have gaps in their social training exactly because parents lack the ability to teach them. SW plays here a role of a social guider by explaining- “make clear”- to the child how to act and why in order to be social.</p>
<p>Better family bonding</p> <p>Excludes the help of SW</p> <p>Feels well due to freedom</p> <p>Limited the meaningfulness of the relationship</p>	<p><u>G</u> <u>14, 5</u></p> <p>I left from my home 2 years ago. My relationship is enough better than before. The SW doesn’t play any role. I don’t need to ask for help. I am old enough. I feel very well. I don’t have my mother here and I have much more freedom I don’t think that the SW helps on that. My relationship with her played a role onetime in terms of my relationship with my parents.</p> <p>MEMO: G tries hard to persuade us that everything is fine. “I feel very well” “I don’t need to ask for help” but the SW has helped him in terms of his parents, so even if he didn’t ask for it he accepted it and appreciated it, “I am old enough”- He is only 14,5 years old-he doesn’t miss his mum because he has more freedom. The Homes can’t provide much freedom, they have fixed program with control sometimes strict to the children’s activities out of it. He is a little lost in this contradiction as he is lost in what he needs as a child and his feelings for adults who</p>

<p>Conflict assertion about parental relationship</p> <p>Supporting role</p> <p>Acceptance of the reality</p> <p>Meaningfulness of the relationship</p>	<p>can or not fulfill his needs.</p> <p><u>A</u> 1.3</p> <p>I left my parents when I was 4 years ago. Our relationship is very good and much better than it was before. It's little uninteresting and difficult and not so good. The SW helps me to confront them. I feel that I should accept the things as they are and the SW helps by discussing it. Our relationship is important.</p> <p>MEMO: A is also confused for how the relationship with his parents is. The relationship the same may be confused and the child doesn't know what to expect. It is very common for the neglectful relationship this instability of emotions and behavior. "Parents' care is inconsistent and insensitive... The child is uncertain whether the caregivers will be available or responsive when the child needs them" (Howe, 1995).</p>
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<p>Children trust the SW for family issues and for answers</p> <p>The role of SW bridges</p>	<p><u>SW</u></p> <p>One of the daily occupations in the Home is that of meeting and discussing with the parents of the children One the other hand, one of the frequent children's subject for discussion is that of the parental relationship and how they can handle it. I believe that the children see my role as a bridge between them and their parents.</p> <p>MEMO: The SW mentioned: When the children talk about their parents and their relationship, they usually don't present the situation as bad as it is. They like to minimize the negative and disadvantaged side. The reason may be their shame to talk about it, or it is too painful to admit it to themselves, let alone to other people. A SW is a bridge between them and their family. A bridge connects, helps the communication of the two sides which are separated due to a rupture, unifies. Many children and not only from this Home characterized with their own words the role of SW as a role that connects their life with their family's and exactly this gives to their relationship with the SW value and importance.</p>
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Children that have left the House

Reason of separation	<p><u>P</u></p> <p>I left home when I was 15 years old. My mother was mentally deficient and my father couldn't manage it so well and I had to go.</p> <p>One of the worst experiences which I had in the House was that I couldn't see my parents often.</p> <p>The SW helped me on my relationship with them especially when they were visiting me.</p> <p>MEMO: Seeing often parents may be due to a not so well organized system of the Home, but also it could be the desire of the child to see often their parents and for many reasons that couldn't happen. The children of Homes in their effort to continue what they had and to soften the cruelty of the separation wish to see the parents if it was possible everyday which is not only practical but it could harm the reason of the removal from their homes. These reasons are the most of the times the safety of the child from an abusing parents' behavior, and the chance to achieve a better future.</p> <p><u>L</u></p> <p>I was 17 years old when I had to leave from my family.</p> <p>The reason was financial problems</p>
Complains for Home	
Helpful role of SW	
Reason of separation	

E. Boys' House

Children who are in the House

Satisfactory parental relationship	<p><u>J</u> <u>10</u></p> <p>I left from my family 3 years ago. Me and my family? We are fine I talk to them every Wednesday.</p> <p>The SW informs me about some things. For example what they talked with my parents in a meeting in which I was absent.</p> <p>How I feel? I am fine.</p> <p>The SW helps me with our conversation and by arranging meetings with my parents.</p> <p>Yes our relationship plays an important role.</p> <p>MEMO: The SW informs the child about what they talk in the meeting with his parents. It seems important to him to know about their collaboration and not feeling that something is going on behind his back. It is positive for children to see the two parts who have his responsibility to collaborate. He feels safety and he hasn't to support one or another.</p>
Collaboration between SW and family	
Satisfactory feelings	
Importance of the conversation and the meetings' arrangement.	

Meaningfulness of the relationship

	<p>Sometimes this is very difficult or impossible because some parents although they are neglectful, don't like their children being in the Homes and someone else raise them up. Due to that they see the staff of the Homes as competitors and they are not associable. The latter doesn't contribute to the benefit of the child and creates problems to children's bringing up.</p>
<p>The same good relationship</p> <p>Importance of the discussion</p> <p>Good feelings for the separation</p> <p>Limited the meaningfulness of the relationship</p>	<p><u>An</u> <u>8</u></p> <p>I left from my home when I was 6 years old. My relationship with my folks is fine as it was before.</p> <p>We discuss with Mrs. N. the fact that I grow up without having my parents near and also we talk about my meeting with them.</p> <p>I feel well about the separation.</p> <p>I discuss with Mrs. N. and my mum too.</p> <p>My relationship with the SW plays a role in terms of my relationship with my parents but not much, so-so.</p> <p>MEMO: An. is only 8 years old and he sees everything fine. The conflict is that he feels fine for the separation although the relationship was fine from the beginning. When a relationship is fine we may safer for an imminent separation. As other children claim such conflicts they are confused with having two environments to grow up and a desire to invest emotionally. Some are feel such a pain that they can't admit that the parental environment is that in which everything began and the children don't grow up there.</p>
<p>Better parental relationship.</p> <p>Feels fine in both places</p> <p>Importance of the discussion</p> <p>meaningfulness of the relationship</p>	<p><u>St</u> <u>10</u></p> <p>I left from my home one year ago. My relationship with my parents is enough better than it was before.</p> <p>We discuss with Mrs. N. the issues that may come up after my meeting with the parents.</p> <p>What I feel about the separation? I am fine here, I am fine at home as well. Yes I discuss these feelings with the SW.</p> <p>Our relationship plays an important role.</p>
<p>Good parental relationship</p> <p>Excludes the role of SW</p> <p>Sadness he is adapted to it.</p> <p>Comforting the role of SW</p> <p>Meaningfulness of the relationship</p>	<p><u>T</u> <u>12</u></p> <p>I left my home when I was 6 years old. My relationship with my parents is very good. The SW doesn't participate to this, I haven't discussed it with her.</p> <p>In the beginning I had been sad with the fact that I wasn't together with my parents but now I am used to it.</p> <p>On this point yes, I talk with the SW and she comforts me by saying not to cry.</p>

<p>Better parental relationship</p> <p>Consulting and comforting role</p> <p>Sadness</p> <p>Meaningfulness of the relationship</p>	<p>I think the relationship plays an important role.</p> <p>MEMO: T is adjusted to sadness that he felt in the beginning but he seems that he cries often once he mentions that the SW comforts him. Crying is a way of feelings' expression and in this case the feeling is the sadness. One the one hand the child isn't happy and this is why he is crying but on the other hand he expresses his feeling and that makes the confronting more possible to succeed and T to receive help.</p> <p><u>Al</u> <u>10, 5</u></p> <p>I left my home when I was 5, 5 years old. My relationship with my parents is much better than before.</p> <p>The SW consults me</p> <p>I don't know how I feel...sometimes I feel sad. I discuss these feelings with the SW and she comforts me saying that all is going to be ok.</p> <p>Yes our relationship has a point.</p> <p>MEMO: Here, Al. expresses the feelings' confusion clearly "I don't know how I feel... (He made a pause) sometimes I feel sad."</p> <p>The SW can play here a very special role that of "reconciliation" of the children's thoughts and feelings explaining the whole situation and help them to see clearly what happened to them and trying to find a way of healing and adjustment.</p>
<p>Better parental relationship</p> <p>Collaboration SW's and family</p> <p>Feeling the lack all the time.</p> <p>No respond about the role of relationship.</p>	<p><u>Nt</u> <u>10</u></p> <p>I left from my home this year. With my parents? We are fine. Much better than before. How the SW helps? She talks with them on the phone ... I don't know.</p> <p>I feel bad. I miss them from the dawn till the night.</p> <p>No I haven't discussed it with the SW. (He didn't answer if the relationship plays a important role).</p> <p>MEMO: His poetic phrase: "I miss them from the dawn till the night" discloses to us everything. He has a constant pain for the separation. Unfortunately he doesn't know that the SW may help him and he doesn't discuss it with her.</p>
<p>Not good relationship</p> <p>Importance of the discussion for the parental relationship</p>	<p><u>Ib</u> <u>8, 5</u></p> <p>I was 6 years old when I left from home. My relationship with my parents isn't so good. In an enough degree.</p> <p>I usually discuss with the SW the fact that I haven't my parents with me and also I</p>

Not good feelings Meaningfulness of the relationship	<p>mention to her everything I would talk about with them during our meetings. No I don't feel so well about our separation. and I discuss that with the SW. I believe that our relationship plays an important role.</p>
Better family bonding Importance of the discussion for the parental relationship Ignorance if the SW helps No respond about the role of relationship	<p><u>C</u> <u>8</u></p> <p>I left from my home 2 years ago. Our relationship is good. It is enough better than before. I discuss with Mrs. N. the fact that other people raise me up than my parents. How I feel about it? So-so. I don't feel so bad. We see each other. I don't know if the SW can help me on these feelings. (He didn't answer if the relationship plays an important role).</p>

Children who have left the House

Reason of separation	<p><u>G</u></p> <p>I left my home when I was 5, 5 years old. My mother became disable after a car accident and my father couldn't raise us up.</p>
Trust to the SW for the family issues.	<p><u>P</u></p> <p>I left my home when I was 12-13 years old. My mother became disable after a car accident and my father couldn't raise us up. We talk with the SW on the phone very rarely and one of the issues that we discuss is that of my family.</p>
Complains about the Home	<p><u>T</u></p> <p>I left my home when I was 6, 5 years old. My parents took divorce and my mother couldn't bring us up alone so she brought us to the Home One of the worse experience that I had in the Home was that I couldn't see my parents often. The SW helped me little to my relationship with my parents. Among others she represented for me a substitute of a parent. Even now- when I meet her - one of the subjects that we discuss is that of my parents.</p>
SW trustful for the family issues Represents a parental figure	
Complains about the Home in terms of the family contacts	<p><u>Pe</u></p> <p>I left my home when I was 8-9 years old. We faced financial and emotional problems. I couldn't see them often when I was in Home and that was one of my worse experiences</p>

SW trustful for the family issues	<p>there.</p> <p>I see often the SW. One of the issues for which we discuss is that of my family.</p> <p>MEMO: P is 22 years old, T is 25, and Pe is 20. They still have contacts with the SW with who they discuss family issues. Although they are old enough and they are independent now which means that they can meet the parents and face any problem that they may have with them by themselves, they like to discuss with the SW their family issues. They show that the relationship is continued and they give to it a meaning by still discussing their parental relationship.</p> <p>In addition, no matter how old the children of Homes they are they still try for the parental relationship.</p>
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<p>Main duty the collaboration with the family</p> <p>The SW bridges family and child</p> <p>Children trust the SW for family issues and for answers</p>	<p><u>SW1</u></p> <p>We meet the parents daily. The main responsibility of the SWs in here is the parents and less the children for who the pedagogues are responsible.</p> <p>This is the reason that when I face a special problem with the children the cooperation with their parents is one of the ways to handling it. Moreover the children know that the problems which they face with their parents which the most of the times are huge, they will be discussed with us. And they do that often I think that we represent a bridge between them and their family.</p> <p>MEMO: Another SW uses the same picture about the role of SW as the SW from the previous Home did. The SW is a bridge between parents and children. If we'd like to compare with the statement of the children who have left the Home we can say that children trust the SW for family issues even after their leaving. As the next SW claims SWs are "persons to who they refer everything is related with their families"</p> <p>Children are desire to be connected with their parents as much as possible and they know that the SWs are the persons of the place that they grow up now who will make that contact and connection, listen about feelings, discuss about their meetings, comfort, help the both side but mostly the children to move on. As it is seemed the children don't like to move on if this connection doesn't exist even if it is a very least.</p> <p>One of our duties is to meet and talk with the</p>
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SW2

	<p>parents often.</p> <p>The children talk about their parents a lot. It is one of the main subjects in our meetings.</p> <p>For them I represent a person to who they refer everything is related with their family.</p>
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General MEMO: The most of the children left their homes in age between 5-10 years old. The opinion that prevails is that parental relationship is better than before or it is good.

Less of them declared that the relationship is indifferent, difficult, ignorant, not good or the same negative.

The feelings that are revealed are those of sadness, anger, the feeling of loss and in general bad feelings.

The SW role is mostly comforting, supportive, and quite times unitive and helpful for children to accept the reality.

They give importance to the discussion about their feelings and thoughts especially after the meetings with their parents.

Very few exclude the importance of the relationship with the SW in terms with their relationship with the parents.

The reasons that they see the relationship with the SW important are: the fact that they receive comfort and support. He/She is the person with who they discuss feelings and thoughts about their parents.

They see him/her as a bridge which connects them with the parents.

They trust him/her to discuss personal issues and they receive help to accept the reality of having the parents apart and confront it.

None of the children declared that she/he is alone to this. The SW is there for them and they acknowledge and appreciate it.

A. Girls' House

Children in the House

Friends at school and Home Reading for hobby Excludes the role of SW	<u>E18</u> I have more than three friends from the House and at school. I like to read books at my free time. The SW doesn't play any role in terms of my social contacts.
Friends at Home and the old neighborhood Reading for hobby SW a person to talk to	<u>D</u> <u>a</u> I have more than three friends from the House and from my old neighborhood. I see them when I go to my parents. At my free time I'd like to read books. If the SW plays a role on this? No so much. Only when we quarrel she is the person to who we are going to talk about it.
Friends at Home and at school Hanging out with friends and games at free time. SW is a person to talk about friends.	<u>M</u> <u>9,5</u> I have more than three friends from the House and at school. At my free time I like to hang out with my friends. I also like to play games at the backyard if the weather is good otherwise we play table games. The SW plays a role because she is the person to who we tell everything is going on with us.
Friends at Home and school No hobbies SW mediates in friends' reunion	<u>AI</u> <u>0</u> I have more than three friends from the House and at school. I don't have any hobbies When I quarrel with my friends we discuss it with the SW so I can make up with them.
Friends at Home Reading for hobby Excludes the role of SW	<u>K</u> <u>11, 5</u> I have three friends. All of them from the Home. Yes, I have a hobby, I read books. I don't think that the SW plays any role to my relationship with my friends.
A friend from tutorial school Music and dance for hobbies No discussion with the SW	<u>An</u> <u>16</u> I have one good friend, who I met in the tutorial school. I like to listen to music and dance. I haven't discussed about my friendships with the SW.

<p>A friend from Home Sports and music for hobbies Excludes the role of SW</p>	<p><u>Mel</u> 13</p> <p>I have one friend from the Home. My hobby is the sports. I am exercised in swimming twice a week, and also I play the piano. The SW doesn't play any role on this subject.</p>
<p>A friend from Home Games for hobby Excludes the role of SW</p>	<p><u>F</u> 10</p> <p>I have one friend from the Home I like to play games with the other children from the Home. The SW doesn't play any role to my friendship</p>
<p>Friends from old and new neighborhood Reading and music for hobbies Excludes the role of SW</p>	<p><u>Mat</u> 23</p> <p>I have seven friends. These are from this neighborhood and from the old one where I was staying before I came here At my free time I like to read books and listen to music. The SW doesn't play any role to this.</p>
<p>Friends from Home Drawing, music, handwork for hobbies The SW helps via discussion</p>	<p><u>Anit</u> 18</p> <p>I have two friends, here, to the Home. I don't have some much free time due to my homework but when I earn some time I like to draw, listen to music, handwork like embroidery. The SW? Yes she helps through our conversations. We use to talk about what friendship is.</p>
<p>Friends from Home and neighborhood The hairdressing for hobby Limits the role of SW</p>	<p><u>Al</u> 17</p> <p>I have two friends from the Home and from the neighborhood. I like the hairdressing. I probably will work on this field later. Yes the SW plays a role but not often. It is in our hands to collect a good friend.</p>
<p>A friend at Home TV and music for hobbies Excludes the role of SW</p>	<p><u>Ane</u> 18</p> <p>I have one friend here at the Home. My hobbies? Not much. I like to watch TV and listen to music. The SW doesn't play any role to this.</p>
<p>Friends from Home and school Music for hobby No discussion with the SW</p>	<p><u>Kat</u> 16</p> <p>I have three friends, here and at the school I like to play the piano. I am taught by a teacher. I haven't discussed about my friends with the SW .</p>
<p>Friends from Home school and old neighborhood No hobbies No respond for the role.</p>	<p><u>Ath</u> 13,5</p> <p>I have more than three friends. These are at school, here and at my old neighborhood. No I don't have any hobbies. (She didn't respond to if the SW plays a role</p>

<p>No friends Traditional music for hobby Consulting the role of SW</p> <p>Friends at school and Home. Dance and singing for hobbies. The SW helps via discussion</p>	<p>to her friendships).</p> <p><u>G</u> <u>13</u> I don't have any friend. I like to play the Cretan lira (it is a traditional music instrument). Yes the SW plays a role because she consults us what it is right to do and what to avoid in a friendship.</p> <p><u>S</u> <u>14</u> I have more than ten friends. Some of them are here and some at school. I like to dance and sing. Yes, we discuss with the SW about friendship's issues.</p>
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MEMO: The matter of friendship is a very personal relationship especially for the children. It is one of the first social relationships during of it the persons are tested- how they react, what role they play in the relationship- for their behavior and position in the future social relationship and contacts.

The most of the children have from one to three friends who are from Home and school and fewer from neighborhood.

They seem to be fond of music by listening to it or playing an instrument. Fewer like to read books. Only Mel has as a hobby the sports and Al would like to turn her hobby of hairdressing in a profession. Ath declares that she hasn't any hobby.

In terms of the SW's role Anit, G and S believe that the SW is the person with whom they can discuss issues about friendship.

Da, M, and A lay the role of SW as a mediator between them and their friends especially when something happens among them, like a quarrel.

M believes that the SW is the "person to who I can tell everything is going on" with the friends.

Telling everything to someone means that I trust him/her I feel comfortable and secure with him/her so that to share thoughts, worries and to accept advice.

For these children seems that the SW represents that kind of person with who they can "tell everything".

Some children excluded the role of the SW and two of them haven't discussed it with her.

Especially Al believes that the right choice of friends can be made only by her.

Children that have left the House

<p>Best experience in Home the friendship</p>	<p><u>D</u> One of my best experiences in the Home was the friendships that were created between the children in the Home.</p>
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MEMO: D confirms with her words what the other children said so far, that the friendship is created mostly in the Home with children of it.

This may have a double meaning.

The first is that the children are capable to become acquainted which is very encouraging for their emotional and social development because after the bad

experience of the parental adverse relationship and the harder that of their removal from their homes, this capability may have had been severe damaged. The second is that the children don't become acquainted in a wider environment than this of the Home. Though this can be declined by the argument that the same children mentioned, except the friends from the Home, friends from the school and the neighborhood as well.

Social workers' opinion

Friendship favorite subject of meeting	SW1	One of the favorite things that the children like to discuss in our meetings is that of their relationships with their friends.
Lack of sociability	SW2	One of the specific problems of the children that we have to deal with is that of the sociability. They need someone to tell them how to behave to others. You see they hadn't good patterns for this. They like to discuss about their friends, is one of the most frequent issue at our meetings.
Need to discuss about friends		
Lack of social skills. Need of guidance and discussion.	SW3	The children need a guidance in terms of their contacts with other people, friends, schoolmates, and with the other children in the Home. They lack of social skills. They talk a lot about their contacts in our discussion.

MEMO: "... the procedure of socialization is influenced by culture which may define not only ideals of parents' behaviour... also influences a child's relationships with others. (Smart & Smart, 1967, p.135). For the children's sociability new patterns of social behaviour are needed because the parents who are supposed to be the first patterns weren't able to provide it. The SWs who observe the children in the everyday life in the Home they can see how the children have a back draw on their social skills exactly because their background is disadvantaged as well.

The SWs notice confirms what the children have already said, about their choice to talk about their friends to the SW. The issue of trust comes in the surface this time from the side of the SWs. The children after the experience of the adverse relationship where their trust was betrayed they make now a new start. They bond with same age persons and they trust adults to narrate all about these friends, accept advice from them and receive mediation when they don't get along with the friends.

B. Girls' House

Children who are in the House

Friends at Home Sports for hobby Excludes the role of SW	<u>K</u> <u>14</u>	I have more than three friends; here at the home that accommodates me. I like sports. No I don't think that the SW plays a role on our friendships.
Friends at Home No hobbies Excludes the role of SW	<u>A</u> <u>13</u>	I have more than three friends here in the Home. I don't have any hobbies. I don't think that the SW can do something for our friendships.
Friends from Home and old neighborhood Music for hobby Excludes the role of SW	<u>Dion</u> <u>13</u>	I have many friends, more than ten. These are at school and to my old neighborhood to the city I live to. I like to listen to music. The SW doesn't play any role to our contacts with our friends.
Friends from Home and school Reading music and dairy the hobbies Consulting the role of SW	<u>D</u> <u>18</u>	I have more than ten friends from Home and from school. I like to read books, listen to music and I keep dairy. The SW helps me to make good choices in terms of friends, how to know them; Who is really friend and who cares truly for our friendships and who doesn't.
Friends from Home Drawing for hobby SW mediates in friends/consults.	<u>B</u> <u>10</u>	I have more than ten friends who are from here. I like to draw. Yes, the SW plays an important role to our friendships because when we have a problem with each other (quarrel) we go to her and she solves the things out. She also advices us not to hit one another.
Friends at Homes No hobbies The SW role the reason to meet friends.	<u>G</u> <u>12</u>	I have two friends here at Home. I don't have any hobbies. Yes, she plays an important role because she brought me here, and I met these two friends I told you.
Friends from Home Sports for hobby SW helps via discussion and advising	<u>Din</u> <u>14</u>	I have more than three friends here at Home. My hobby is the sports. The SW plays a role. If I have a problem with my friends at school she helps me to talk to them about the problem that we face. After our meeting I say to them that we are all children

	<p>and there isn't any difference between us. She also says to me not to make so much a deal about a fight because it will be over soon and the friend will come to me again , and if a problem is so serious the teacher may help me to solve it.</p>
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MEMO: Most of the children have from 2 to 3 friends. Two declared that they have more than 10 friends. These friends are from Home, school and the neighborhood. The music and sports are the most favorite hobbies
In terms of the SW's role, three children said that the SW doesn't play any role in their friendships. Four of them set the role as this of mediator's who "solves the things out
B sees the SW as a person who advice her not to be violent.
D who is 18 year old-old enough to make right choice of who is the right person to be her friend- she leaves herself to the SW's advice to guide her to the distinction of people's behavior.
G believes that the SW is the reason that she found friends in the Home and for this shows an appreciation.
Din presents, like knowing it by heard, the words and the advice which SW gives to her. She makes clear to us how helpful and simple at the same time can be the SW's advice and the how the way of actions that she recommends can be applicable. She seems to be satisfied with what she receives; she may have tested it and by the confidence of successful practice can present it as a model of overcoming of the friends' difficulties.

Social workers' opinion

Specific problem the sociality of the children	SW1	One of the specific problems of the children that we have to handle out is the social problems. For example how they should behave to other children in the Home.
Children concern about friendship.		They concern about friendships issues and they like to express it to our meetings.
Sociality an issue of SW work	SW2	Among the emotional, cognitive and adjustment's problem we have to face and that of the sociality and their socialization. They come to us to talk about all these which may be very simple like a quarrel with their friend but other times may be pretty complicate like their behavior to the community.
The model of parents the reason of social problems	SW3	Social problems are issues that we always have to face with the children. The negative social models that they keep having from their parents I think is one of the reason of this.
Trust to the SW to talk about friends.		Yes, they talk for their friends a lot. They trust us on that very much

MEMO: The children's social problem, the children's behavior to the community, their sociability, and the socialization are the issues that concern the SWs
SW2 sets a scale of these issues' seriousness and the SW 3 gives the reasons that they have to deal the above problems of children's social development: "...The negative social models that they keep having from their parents". The continuous tense that she uses shows that the children are not really apart from their parents. They still being influenced by them in the social level getting examples from the social models that the parents represent.

One the one hand the existence of the bond no matter how negative it could be creates to the children if not the feeling of belonging, the sense that they have routes.

On the other hand it is needed an extra effort for the SWs to show the right path of behaving not only in the beginning of children's accommodation in the Home but also after it in a continue rhythm.

C. Boys' House

Friends at school Sports for hobby No respond for the role of SW	<u>G</u> <u>15</u>	I have more than three friends and I have them at school. I like sports. (No respond to the question if the SW plays a role in his relationships).
Friends at school and Home. Sports for hobby Excludes the role of the SW	<u>B</u> <u>16</u>	I have more than ten friends. I know them from the school and the Home. I like sports. I play football. If the SW plays a role in my friendships? No, nothing.
Friends at school No hobbies The SW helps via discussion	<u>Ch</u> <u>11</u>	I have more than three friends, at school. No I don't have any hobbies. I think yes, he plays a role in my friendship. I talk with him about them.
Friends from Home and school Consulting role of the SW	<u>D</u> <u>15</u>	I have more than three friends. I met them at school and here. Yes my hobby is the sports. The SW plays an important role because he consults us about the imperilment in the world, like the drugs and the smoking.
Friends at school Sports for hobby No respond for the role of SW	<u>M</u> <u>13</u>	I have more than three friends. They are here and at school. I like the sports. (No respond to the question if the SW plays a role in his relationships).
Friends from Home and school Sports for hobby	<u>Bn</u> <u>11</u>	I have more than ten friends Some of them are here and some from school. I like to do sports.

<p>The SW supporting and meditative.</p> <p>Friends from Home and school</p> <p>Sports for hobby</p> <p>Consulting the role of SW</p>	<p>Mr. G. is here for me if I have an argument with my friends. He makes me feel proud for myself because he always supports me and blames the others.</p> <p><u>J</u> <u>17</u> I have more than three friends at school and at Home. My hobby is the sports. The SW plays a big role. He consults us about the relationships and our behavior.</p>
<p>Friends from Home and school</p> <p>Singing and drawing for hobbies</p> <p>Excludes the role of SW</p>	<p><u>Chr</u> <u>11</u> I have two friends. One from here and one from school. I like to sing and to draw. No, his role doesn't have any importance on this.</p>
<p>A friend at the old neighborhood</p> <p>Hanging out with a friend as a hobby</p> <p>Supporting the role of SW</p>	<p><u>C</u> <u>19</u> I have one friend. He is in my old neighborhood I like to hang out with this friend. SW's role is good. He helps us on the emotional part of the relationships and he is doing it with a friendly way.</p>
<p>Friends at school and at Home</p> <p>Sports for hobby</p> <p>The SW helps via discussion.</p>	<p><u>KI</u> <u>1</u> I can't count my friends. There are here and at school. I like the sports and I like to dance hip hop. We discuss with Mr. G about my friends.</p>

MEMO: Most of the children have three friends and quiet of them more than one. These friends are from the school and the Home.

In terms of hobbies the sports dominate which is expected once we have to do with boys.

The role of SW is consulting for J and D. The SW helps them to realize the dangers and the catastrophic consequences of the drugs and smoking.

K and Ch like to talk with the SW and their friends.

Bn and C raise the point of the emotional part of a relationship. Bn feels proud in the relationship with his friends because the SW supports him and he doesn't feel disadvantageously

Many neglected children feel by this way for their families and their existence against the other children and that gets harder in the school where they are compared with then other children whose families are capable to care. Thus to make these children to feel confident it is very essential so that to be in a relationship and in a social group as an active member.

C from the other side sees the SW as a good person once he offers to him by a kindly way help on the emotional part of the relationship.

Social workers' opinion

Low social skills	SW1	One of the problems that we have to face here is the low social skills of the children. It is very expected this since they come from a damaged environment.
Big trust to the SW about their friends.		They trust me on everything matters with their friends and their relationship in general.

D. Boys' House

Children who are in the House

<p>Friends at school Traditional dance and theater for hobbies Excludes the role of SW</p>	<p><u>Th</u> <u>14</u></p> <p>I have more than three friends only at school. At my free time I participate in theatrical group and I learn traditional dance at school. I don't think that the SW plays a role in terms of the friends.</p>
<p>No friends Traditional music and care for birds for hobbies. Excludes the role of SW</p>	<p><u>T</u> <u>11</u></p> <p>I don't have any friends. I play Cretan lira(a traditional music instrument). At my home I have other hobbies and I have many pigeons. I don't know if the SW plays a role to the friendships</p> <p>MEMO: T shows for another time his difficulty to adjust claiming that he hasn't any friend and his hobbies in his home are better. Although he plays the Cretan lira which is good for him this could indicate his isolation. (A Cretan lira isn't an orchestra instrument so he learns and he plays it alone).</p>
<p>Friends at Home and at the old neighborhood. Sports for hobby Consulting the role of the SW</p>	
<p>Friends from Home and the old neighborhood No hobbies Excludes the role of SW</p>	<p><u>D</u> <u>16</u></p> <p>I have more than three friends here and at the old neighborhood. I like the sports. Yes, the SW plays a role because she is the one who advices us not to fight with each other. She also teaches us which is the right behavior between people and friends and how to give help to someone who needs it.</p>
<p>Friends from Home Sports, reading and music, and TV for hobbies. Excludes the role of SW</p>	<p><u>S</u> <u>14</u></p> <p>I have more than ten friends here and at the old neighborhood.</p>

Friends from Home and the old neighborhood. The SW helps via discussion.	<u>Al</u> <u>13</u>	No I don't have any hobbies. No the SW doesn't play any particular role to our friendships.
Friends from old neighborhood Sports for hobby Consulting the role of the SW	<u>N</u> <u>15</u>	I have three friends here. I like the sports, I read books and I like to watch TV and listen to music. The SW doesn't play any role to this.
Friends from his team Sports and hanging out with friends for hobby	<u>So</u> <u>15</u>	I have more than ten friends here and at my old neighborhood I like to hang out with my friends and play sport games. The SW asks us if we have friends and if they are good for us. Our opinion for them.
Consulting and meditative the role of SW.	<u>Sn</u> <u>16</u>	I have more than ten friends at my old neighborhood. I like sports. Yes, the SW plays a role to our friendships. She advice us on what we should be cautious.
Friends from Home Sports for hobby Excludes the role of SW	<u>B</u> <u>15</u>	I have two friends here, and from the football team in which I am a player I like to go to football matches and to the cinema with friends. I like to go out with my girlfriend to. When we have an agreement with my friends I go to the SW and she tries to find out via the conversion who has right and who has wrong. When we figure it out she explains to us what we should had done so as not to end to quarrel about.
A friend from the old neighborhood Sports for hobby Trust to the SW for concerns.	<u>K</u> <u>19</u>	I have two friends here at the Home. I like sports and billiards. No, for me the pedagogues plays a role on this
Friends from Home, school and the old neighborhood. Sports for hobby Consulting the role of the SW	<u>Ba</u> <u>13</u>	I have one friend to the neighborhood I like sports and I go to the gym. We discuss about my concerns about my friend in general. For example, if he will remain the same after years, and if he will support me with the same way when I will leave from here, etc.

<p>Friends from Home, school and aunt's home Sports for hobby Consulting the role of SW</p>	<p>I have three friends here and at school and to the old neighborhood. I like to play basketball and weight lifting. The SW plays a role, a little. She asks me if I have good friends. She advises me to avoid bad companies of teens etc.</p>
<p>A friend at Home. Dancing for hobby Consulting the role of the SW</p>	<p>$\frac{J}{14}$</p> <p>I have more than ten friends here and at school and also near to my aunt's house. I like the sports and I play football. The SW advises us.</p>
<p>Friends from school and old neighborhood Sports for hobby/ fixing bicycles Consulting the role of the SW</p>	<p>$\frac{Dm}{15}$</p> <p>I have one friend here at the House. I like to dance break dance. We discuss the issue of the friendship in general and she advises me not to participate in groups of teens who create fuss.</p>
<p>Friends from school Sports for hobby No respond for the role of the SW</p>	<p>$\frac{G}{14, 5}$</p> <p>I have more than ten friends here at school and at my old neighborhood. I like sports. I like to fix the bicycles when they are broken. The SW gives us advice about the friendship.</p>
	<p>$\frac{A}{13}$</p> <p>I have more than three friends at school. I like sports. (No respond to the question if the SW plays A role in the friendships).</p>

MEMO: Five children answered that they have more than three friends and other five have more than ten. As in the other Homes these friends are mostly from the Home and the school. The new element here is that some children declared that they have friends from their old neighborhood. The children keep their connection with the persons who met and knew before they left their home. This is an optimistic side in terms of the dealing of the separation. The latter becomes more tolerable and the new life acceptable with less insecurity because the children don't feel so much to be cut off and they can start their life easier in a new environment.

Another new element is that two children said that their friends are from the sport team in which they participate. This is also optimistic information for their social development because they begin to be opened in other social groups than these of the Homes' and schools'. This is one of the reasons that the participation in athletic groups is beneficial for these children.

In terms of the hobbies sports or the participation in sports' activities in general dominate; less of them like the music and the dancing.

The new element here is that the children like to hang out with friends

The impressing with this Home is that 6 from 14 children who participated declared that the role of SW hasn't any involvement in their friendship.

D, So, J. Dm, and G said that they accept the advice of the SW for their friends and mostly on how to avoid the bad companies “groups that create fuss” and with what they should be cautious.

It is really very essential to inform these children about who they will trust or not. The children are apart from their parents and for this reason they don’t have any guidance. In addition exactly because the parents presented a kind of irresponsibility they may have met in their homes people who weren’t social or may have been even illegal. The parents the same may have troubles with the law and for this reason they lost the control and neglected their families and the care of their children.

Ba and N see SW’s interest who asks them about their friends and then she advises them to be cautious. It is sounded like a very democratical and respectful way of approaching and the children seems to understand and appreciate it.

For Sn the SW is for another time a mediator and when he has a quarrel with his friends or a difference appreciates that the SW explains and “she tries to find via conversation who is wrong and who is right”

K gives another perspective of how the SW tries to enter him in a self thought on the issues of friends and the reality of the life and how the latter changes the people and their bonds sometimes.

The SW role appears as much to Ba and N as to Sn and K not to be prevailing and be governed but clearly intermediary, who involves the children in the procedure of thinking and solving.

To make these children to think and judge is a crucial foundation not only for their social development but also for emotional as well.

Children that have left the House

Friendship at Home best experience.	<u>L</u>	One of my best experiences that I had from the House was the friendship which was created with the other children.
	<u>P</u>	The best experience that I have in the House is that of my friendship with the other children and the activities we did together.

MEMO: As the children who have left from A Home one of their best experiences in the Home was the friendship that was created. For another time the bond between the children of a Home seems one of the benefits which could be found in Homes.

Social workers’ opinion

SW faces children’s social problems Consulting role.	SW1	The children come and talk about their friends. They have gaps to their social behavior and for that reason we face social problems with them and we try to advice them of what is wrong and what is right.
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MEMO: The SW agrees with her colleagues of the other Homes by presenting the degree that these children feel disadvantaged in the social skills. In particular she uses the phrase “gaps in their social behavior” to name the above problem and the phrase

“we try to advice them of what is wrong and what is right” to show with what the SW has to deal with.

If we would like to compare what the children of this Home said about the role of the SW, it could be concluded that this effort of the SWs, to make the children see and think what is best for them in a friendship and in their social contacts in general, has been clearly seen and welcome by the children.

E. Boys' House

Children that have left the House

Friends from old neighborhood Sports and technology for hobbies. Consulting the role of SW	<u>J</u> <u>10</u>	I have more than ten friends,all from my old neighborhood. I like sports and I like to work on everything which has to do with the techology. The SW gives me advice on the matter of friendship.
Friends from school and Home Drawing for hobby Consulting the role of SW	<u>An</u> <u>8</u>	I have more than three friends here and at school. I like to draw The SW consults us not to aggravate all the time with each other.
Friends from Home Sports and drawing for hobbies Consulting the role of SW	<u>St</u> <u>10</u>	I have two friends here at the Home. I like sports and also I like to draw Yes the SW helps on this, she consults us
Friends from school and Home Sports for hobby Unitive role of SW	<u>T</u> <u>12</u>	I have more than ten friends at school and here. I like sports, but I like to take a nap quite often.(He is laughing). After a quarrel with my friends Mrs. N is the person who brings us close together.
Friends from Home, school and old neighborhood. Sports for hobby Meditative role of SW	<u>Al</u> <u>10, 5</u>	I have more than three friends at school and at Home, and at my old neighborhood. I like sports. I am an athlete of the track and field. The SW tries to separate us when we have a serious quarrel and she tries to explain to us how wrong is to fight.
A friend at Home Sports for hobby Excludes the role of SW	<u>Nt</u> <u>10</u>	I have one friend from here. Hobbies? I like sports. No she doesn't play any role on this.
Friends from school and	<u>Ib</u> <u>8, 5</u>	I have more than three friends at school and at the neighborhood.

the neighborhood Sports for hobby Excludes the role of SW		I like sports. I play football, basketball and I am a sprinter. No the SW doesn't play any role.
Friends from old neighborhood Sports for hobby Consulting the role of the SW.	<u>C</u> <u>8</u>	I have more than three friends at my old neighborhood. I like sports; I play football in a team. When I am very angry she tells me some things about my anger and how I should get over it.

MEMO: Most of the children have one to three friends who are from Home and school. Three children said that they have friends at the old neighborhood. It was expected that the boys would have sports as their favorite hobby. Many of them participate in teams
In terms of the SW's role J, St, and An find the role consulting on the matter of the friendship.
For Al the SW is a mediator who tries to "separate them and explain to them how wrong is to fight".
T sees the role of SW as unitive "brings us close together"
C gave a new picture once he receives help on his emotional problem of anger which is related with that of behavior and social contacts.
Neglected children may have seen in their families which weren't consisting good social patterns, negative behavior like uncontrolled anger, aggressiveness, insulting. Children may think that these kinds of behavior are the natural way of acting. The new environment of Home owns to show the right one. The members of the staff who are the new carers should try to be the right social models; the SW is one of them and here seems to take this responsibility on her hands and to the case of C it is applied.

Children who have left the House

Important role and good experience the friendship at Home	<u>G</u>	The most important and primal good experience in the Home is the friendship that was created between the children
	<u>P</u>	The friendship, the bonding with the children in The Home –it is still maintained– is the greatest thing I was experienced there.
	<u>T</u>	I have created very good friends there and that was one of the most beautiful experience I had.
	<u>Pe</u>	A nice memory that follows me until now is that of the time we spent with the friends who I met there.

MEMO: P and Pe explain that the friendship which was created while they were in the Home not only was the greatest experience but also for P it is still maintained great and for Pe it is a nice memory that follows him until now.

Social workers' opinion

The discussion about friendship a tool to consult children sociability.	SW1	The children come often to my office and they talk about their friends and the problems which may appear between them
	SW2	We have to deal with children's social problems. It's amazing the fact that although they old enough they don't know even the elemental rules and ways of behavior. We have to show them the way. A good timing to do this, is when they talk about their friendships.

MEMO: SWs are the persons to who children like to talk about their friends and everything may concern them about friendship.

The SW2 is impressed by the fact that despite how old the children are, they lack of elemental social education. The SWs are called to "show the way", it is put it with this nice phrase by the SW who has figured out that the best time to do it, is their meeting and their conversation about the friends. It is indeed a nice opportunity and perfect time for the process of gaining the right social skills and behaving. It would not be forced by the SWs and it would be welcome with a very natural receiving by the children because it will be based on the specific examples that the children experience.

Social Workers' & Children's contacts

6

A. Girls' House

Children that have left the House

<p>Contacts by phone and meetings at Home</p> <p>Subject of contacts: current life/memories</p>	<p style="text-align: center;"><u>H</u></p> <p>I keep contact with the SWs of the Home. We talked on the phone very few Times; we also have few meetings here in the Home</p> <p>We usually talk about my current life, you know about family, and how I have been doing in general. In our conversation there are always memories from my time here at Home.</p>
<p>Contacts by the phone and meetings at Home</p> <p>Subject: current life/memories</p> <p>Confidence to SW opinion</p>	<p style="text-align: center;"><u>D</u></p> <p>Yes I keep contact with the SWs of the Home</p> <p>I call them often and like today I come to see them here at the Home. I like to do that often because I count on their opinion on issues which trouble me. We discuss what is going on with my current life and we always bring in our memory past experiences from my life here in Home.</p>

MEMO: Both H and D still keep contact with the SWs; the D more often than H, and the ways that they follow are mainly the phone contact and the visits in the Home where the interviews took place.

The other common that they have is the content of their contacts which is the discussion on their current and personal life and also the fact that they mention their past experiences that they had in the Home in every meeting. On these subjects have to do and the contacts of SWs with the next Homes' children who have left from the Home.

The memories connect the persons with the past but also connect them with eachother. The children who have left from the Home need to keep their routes alive because these routes identify them. Their life in the Home was a big part of their life (10 for H and 11 for D) in a time when their families got through a serious crisis. To keep these experiences in their memory, is an effort to remember how they overcame this difficulty and moved on. A person who took part on this is the SW. The contact with him/her brings all this on the surface and reflects the children's past strangle. This helps them to see with a different perspective their currents life. D specifies the latter appearing that she counts on SWs opinion for everything that troubles her. She

appears at the same time that the relationship with the SW was fundamental when she had been at the Home and it still influences her life.

Children who are in the House

<p>Frequency of meetings Subject: school issues Satisfied with time</p>	<p><u>E18</u></p> <p>I meet the SW 2-3 times per week We usually discuss anything concerns school</p> <p>I like the time we spend together.</p> <p>MEMO: E and Al below, meet the SW for the same reason, to discuss about the school. They are almost in the same age and they are near to finish school and decide what they will do for the future.</p> <p>The children at this period of their life are very concerned about their successful course.</p> <p>It seems that the SW plays an important role on this while the children have someone to discuss, to be consulted, be guided or just to be listened.</p>
<p>Frequency of meetings Subject: facing problems. Importance of the contact</p>	<p><u>D</u> <u>a</u></p> <p>I meet the SW everyday. We discuss and that helps me to face my problems. Yes our meeting is important to me.</p> <p>MEMO: Da, Kat, and Ath, meet the SW to discuss problems that they may face and to be helped finding solutions.</p> <p>The contact takes an important meaning since the children have someone to turn to for difficult situations like having unsolved problems that may trouble them.</p>
<p>Frequency of contacts Group meetings Satisfied with time</p>	<p><u>M</u> <u>9,5</u></p> <p>I meet the SW often. We have a group where we discuss issues about our parents. Yes I like to meet them.</p> <p>MEMO: M and K, discuss with the SW family's issues. The former in a group session and the latter in a personal meeting.</p> <p>After the adverse and hard experience of neglect and separation from the parents, children need to discuss all that which happened to them.</p> <p>The SW is a specialist who knows how to handle these subjects and help the children find peace with themselves and their parents. This takes place by listen to their expressions, feel their emotions and be there for them.</p>
<p>Frequency of contacts Subject: adjustment at Home.</p>	<p><u>Al</u> <u>0</u></p> <p>I meet the SW every week. We discuss about my placement here, if I am happy or there is something that troubles me. I</p>

Satisfied with time	<p>don't have any complain for the time we spend together.</p> <p>MEMO: A, Mel, An and B, Ch and D from C Boy's Home, discuss with the SW everything that bother them in the Home. A, if she is happy or not in the Home and Mel her relationship with the other children. An says that the SW usually observes her and she can understand if something troubles her and she approaches her to talk.</p> <p>Neglected children parents' are incapable to observe their children's behavior let alone to notice what is hidden behind it.</p> <p>As much, children deprived from people who actually see them, are looking for someone that he/she will able to discern their emotional condition before they be expressed about it.</p>
<p>Frequency of contacts</p> <p>Subject: discussion/ play</p> <p>Satisfied with time</p>	<p><u>K</u> <u>11,5</u></p> <p>I meet the SW everyday. We talk a lot about my family and we also play. Yes I am satisfied with our time together.</p>
<p>Frequency of contacts</p> <p>Subject: Talk about concerns</p> <p>Satisfied with time</p>	<p><u>An</u> <u>16</u></p> <p>I don't see the SW often. We meet in the case she sees me sad or troubled and she asks me about it and then we talk. Yes I am ok with this time we spend together.</p>
<p>Frequency of contacts</p> <p>Subject: Relationships</p> <p>Satisfied with time</p>	<p><u>Mel</u> <u>13</u></p> <p>I meet the SW when I have a problem. I would say this takes place often. We discuss about my relationship with the other children especially when we fight. I like the time we spend together.</p>
<p>Frequency of contacts</p> <p>Subject: Help in homework</p> <p>No satisfied with time</p> <p>Asks more play.</p>	<p><u>F</u> <u>10</u></p> <p>I see the SW everyday. She helps me in my homework. No I am not satisfied with the time she spends for me. I would like to play with her.</p> <p>MEMO: F and Mat contact with the SW through daily simple practice like the homework for F and for Mat having lunch together.</p> <p>The more natural and simpler is the way that the SW approaches the children, like through daily's habits of their lives in the Home, the more effective and better is the contact with the children.</p> <p>F isn't satisfied with the work of the SW because she would like to play with her. She proves with her desire the above because through the need for play which is a natural action of her age (10 years old) wishes to be closer to the SW.</p> <p>The same is proved by K who spends time with the</p>

	SW playing together but on the contrary with F, she is satisfied with this time.
Frequency of contacts Subject: Discussion on problems Satisfied with time	<div> <div>Mat 23</div> <p>I meet the SW everyday. We have lunch the time we are together and we discuss problems and difficulties that may come up and bother me. The time we spend together is fine.</p> </div>
Frequency of contacts Subject: Discussion in general. Satisfied with time	<div> <div>Anit 18</div> <p>I see the SW often. We discuss on general things. I am satisfied with our time.</p> </div> <p>MEMO: Anit discusses with the SW general things and G the everyday's news. The same declare and Chr and B from C Boys' Home below. These children show their need for conversation which will plenty be given to a child in a caring family. In a Home is substitute by the contact with the SW. On the other hand Ane emerges that through the contact with the SW she learns how to be aware. The deprivation again on things that every family will provide to the children like how and on what they should use their judgment, is responsible for these children's lack of thinking. The SW comes and mobilizes the child in the procedure of thinking which is an important social resource.</p>
Frequency of contacts Subject: School issues. Satisfied with time	<div> <div>Al 17</div> <p>I meet the SW everyday. We discuss about my progress in school and about issues that make me think. Yes the time we spend is enough to be satisfied.</p> </div>
Frequency of contacts Subject: Discussion on things keep aware Satisfied with time	<div> <div>Ane 18</div> <p>I see the SW everyday. We discuss about things that keep us aware. I am satisfied with our time.</p> </div>
Frequency of contacts Subject: discuss problem/take permission. Satisfied with time	<div> <div>Kat 16</div> <p>I see the SW when I have a problem and we discuss it. I also see her when I like to take permission to get out of the Home. Yes the time we spend together is ok.</p> </div>

Frequency of contacts Subject: discuss problem Satisfied with time	<u>Ath</u> <u>13,5</u>	I meet the SW when I have a problem. We discuss when we meet. Yes the time of the meeting is enough.
Frequency of contacts Subject: Everyday news Satisfied with time	<u>G</u> <u>13</u>	I meet the SW everyday. We discuss every day's news. Yes I like the time we spend together.
Frequency of contacts Subject: Discussion No satisfied with time. Asks more initiative	<u>S</u> <u>14</u>	I meet the SW wherever I like to talk. We discuss when we are together. No I am not satisfied with our time we spend. I would like more effectiveness in her initiative. MEMO: S wants the SW to be more innovative, to do something more than a discussion with her. It sounds like S wants her more in her life which means more responsibilities for her, more to be there for her. Sometimes in the relationship SWs and children the latter don't want to do some things for themselves as the SW recommends to them as means for their recovery. This is happening because the effort that they will give is too hard and it is easier to do it someone instead of them.

B. Girls' House

Children who are in the House

Frequency of contacts Subject: Family issues Likes exclusiveness/ needs more time for Home issues.	<u>K</u> <u>14</u>	I meet the SW mostly at the afternoon. We discuss my family issues. I like to have exclusiveness when we talk. I am satisfied with the time that we spend together, I would like though to have more time at my disposal for the problems of the Home. MEMO: K desires more time to discuss the problems in the Home. She is very sincere when she confesses that she likes SW's exclusiveness when they are talking. This need is increased in the neglected children once they didn't have even a divided care from their parents. Although in the environment of the Home with so many children it is very difficult almost impossible for a child to have exclusiveness and for that reason it is a common complaint and desire of every child in a
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<p>Frequency of contacts Lack of intimacy Satisfied with time</p>	<p>Home.</p> <p><u>A</u> <u>13</u></p> <p>I meet the SW in the morning but in the afternoon too. Though we haven't discussed many times because I came 1 year ago and I didn't know her well. Yes the time she spends with us is enough.</p>
<p>Frequency of contacts Subject: In past help homework/Now discuss problems Satisfied with time</p>	<p><u>D</u> <u>18</u></p> <p>I meet her every afternoon. When I was younger she helped me in my homework. Now we discuss about everything troubles me. I am satisfied with our time of meetings.</p> <p>MEMO: D distinguishes what they do with the SW according to her age. When she was young the SW through the help in child's homework approaches her and made her feel that she was there for her. Now that she is 18 years old, almost adult, and she can understand the roles clearer, they talk, and it's not needed the SW to offer her help through daily child's habits.</p>
<p>Frequency of contacts Subject: discuss a variety of things. Satisfied with time</p>	<p><u>Dion</u> <u>13</u></p> <p>I meet the SW everyday. We discuss a variety of things for the Home, my progress in school, my family etc. I am satisfied with the time we have together.</p> <p>MEMO: Dion and Din meet the SW to discuss issues that concern their life in Home and as Din marks, may make them sad. It must be easing that the children have someone to discuss and their sadness or trouble be prevented or be confronted by this discussion. In addition G shares her important things with the SW and B leaves herself to the SW's advice having entrustment. After experienced untrustworthy adults, the parents, it is very optimistic for the children's emotional and social healthy development to leave themselves to trust and accept advice.</p>
<p>Frequency of contacts Subject: discussion & consulting Satisfied with time</p>	<p><u>B</u> <u>10</u></p> <p>I meet the SW usually in the afternoon. We discuss and sometimes she gives me advice. I like this time with her.</p>
<p>Frequency of contacts Subject: discussion on</p>	<p><u>G</u> <u>12</u></p> <p>I meet her sometimes in the morning when I don't have school but most of the time in the afternoon. We</p>

problems. Satisfied with time		discuss important things and about problems that I face. The time we spend together is ok.
Frequency of contacts Subject: discussion on problems of Home. Satisfied with time	<u>Din</u> <u>14</u>	I meet the SW some days of the week. We discuss the problems which come up with carers and we try to find a solution so to not be sad about it. Yes I am content with our time she spends for me

C. Boys' House

Frequency of contacts Subject: Play/ drawing Satisfied with time	<u>G</u> <u>15</u>	I meet the SW everyday We play and we draw. I like the time we spend together. MEMO: It is met many times and in different categories the need of the children to have fun and laugh. Here for G, M and Bn, the meeting that they have with the SW concerns the play, activities like drawing, a walk or a basketball game. It seems that they have so nice time together that Bn designates the time that they spent together as "our time" When a time that is spend with a person is named as "ours" means that not only the two or more parts enjoy it but also they feel that they are close, communicate perfectly, and they feel so fulfill that nobody can intrude and spoil their moment.
Frequency of contacts Subject: discussion on problems Satisfied with time	<u>B</u> <u>16</u>	I meet the SW everyday. We discuss all these things that bother me. I don't have problem with the time he spends with me.
Frequency of contacts Subject: discussion on feelings of the placement Satisfied with time	<u>Ch</u> <u>11</u>	I meet the SW everyday. We discuss about the Home and how I feel for being here. I like the time we spend together.
Frequency of contacts Subject: school issues Satisfied with time	<u>D</u> <u>15</u>	I meet the SW everyday. We discuss about problems which I may face; the school and my progress. I am ok with the time we spend together.
Frequency of contacts Subject: Play/help in	<u>M</u> <u>13</u>	I can see SW in the morning but in the afternoon as well. We play together, sometimes he helps

homework/walk Satisfied with time		me with my homework and we go for a walk. Yes I am satisfied with the time we spend together.
Frequency of contacts Subject: sports together Satisfied with time	<u>Bn</u> <u>11</u>	I see the SW everyday. We play basketball and football. I like this time. It is our time.
Frequency of contacts Subject: Discussion. Satisfied with time	<u>J</u> <u>17</u>	I see Mr. G. almost everyday. We usually discuss I am satisfied with this meeting.
Frequency of contacts Subject: daily issues Satisfied with time	<u>Chr</u> <u>11</u>	When Mr. G. has shift in the Home I meet him and we discuss daily's issues. I like the time we are together.
Frequency of contacts Subject: personal things Satisfied with time	<u>C</u> <u>19</u>	I see Mr. G. in the afternoon. We discuss personal things, and about my job. The time he disposes for me is Satisfactory MEMO: C and K from the next Home, being 19 years old have to think about their future and the job that C is occupied now. They are at the point where they are ready to open their wings and get in the life out of Home. The person who is close to them is the SW and for that reason he talks with them about these issues. For every child parents do that and they are there for their child to support him/her. Neglected children have lost that kind of support since their early years or they didn't have it at all. Thereby it is very important that C and K although they are apart from their parents, they have someone to help him/her at this crucial for their future point.
Frequency of contacts Subject: school problems. Satisfied with time	<u>KI</u> <u>1</u>	I see the SW often. We discuss the problems that I face in school and here. I like to discuss with him.

D. Boys' House

Children who are in the House

<p>Frequency of contacts Subject: discussion & consulting Satisfied with time</p>	<p><u>Th</u> <u>14</u></p> <p>I meet the SW often. We discuss about bad things I do sometimes, for example stealing. She consults me not to do them because I may drive the things to the worse for me. She does that with words that I can understand. I don't have any complain about the time we spend together.</p> <p>MEMO: According to what Th has mentioned so far, he feels that their parents' affection has been kindly stolen from him; showing by this way his opposition for being removed from his home. The reality is different and harsh for him. This is one of the reasons that he steals. Because he feels that something was stolen from him and he wants unconsciously to take it back. It is difficult for him to understand all this and accept the facts as they are. Thus it is very vital that, at least, he talks with the SW and the SW explains to him "with words that he can understand" the consequences of these actions and that this isn't a solution for taken back the affection which is lost due to parents mistakes and not others.</p>
<p>Frequency of contacts Subject: discussion /affection Satisfied with time</p>	<p><u>T</u> <u>11</u></p> <p>I meet the SW often. We talk and sometimes she hugs me. Yes I like our time because I feel warmth</p> <p>MEMO: It is very clear what T needs, and that the SW has perceived it and she responds according to the need for affection. Sometimes words are superfluous and the children can obtain what they need by a touch, a glance, a smile, or just a presence near them.</p>
<p>Frequency of contacts Subject: school problems</p>	<p><u>D</u> <u>16</u></p> <p>I see the SW rare. When we meet we discuss about my</p>

Satisfied with time		<p>problems which the most of the time are school problems. She asks me how I have been and other staff about me in general.</p> <p>Yes I like the time she dedicates for me.</p>
Frequency of contacts Subject: school progress. Satisfied with time	<u>S</u> <u>14</u>	<p>I meet the SW everyday. We discuss about my school progress. The time we spend together is fine.</p>
Frequency of contacts Subject: family meetings Satisfied with time	<u>Al</u> <u>13</u>	<p>I see Mrs. D. everyday. We usually talk about my meeting with my family. I like our time.</p> <p>MEMO: Al, Dim and Nt, Ib, from the next Home, meet the SW and they discuss about their parents and especially their visits to them.</p> <p>In these visits many can happen which can upset the children or even harm them.</p> <p>The SW who is the person between these two parts has to know what happened in these visits so to change the route of the visits or take other actions having always as standard the benefit of the children. Furthermore the children need to be expressed about the time with their parents to the new persons who have their responsibility now. This is needed in order to be known if something bad happened so to children be supported, or if something good took place to be shared so to children feel satisfaction.</p>
Frequency of contacts Subject: discussion Satisfied with time	<u>N</u> <u>15</u>	<p>Mrs. D. usually finds me to talk. She asks me if I have any problem and we talk.</p> <p>Yes I like when she does that</p>
Frequency of contacts Subject: school issues /ask permission Satisfied with time	<u>So</u> <u>15</u>	<p>I meet the SW when I like to ask permission to go to home or to see my sisters. We also talk about my school.</p> <p>I am not complained about our time.</p> <p>MEMO: So, J, and B give another perspective for the role of the SW and her contact with children. The latter get permission from her to go out of Home or to visit their parents.</p> <p>This SWs' task sounds easy but it is a big responsibility for them once they are who will have to explain if something happened to the children while they are outside the Home.</p> <p>In addition the children got aggravated when she/he refuses, having his/her reasons, not to accept their wish to leave and this is a hard moment for their</p>

Frequency of contacts Subject: need to talk Satisfied with time	<u><i>Sn</i></u> <u>16</u>	relationship. Here the children don't complain which may mean that these moments are few or they understand when the permission is denied. I meet the SW whenever I have a problem and we talk. The time we spend together is fine.
Frequency of contacts Subject: ask permission Satisfied with time	<u><i>B</i></u> <u>15</u>	I don't see her often. The reason that we meet is to ask permission to leave. Yes I am satisfied with the time.
Frequency of contacts Subject: parents' issues/life/future. Satisfied with time	<u><i>K</i></u> <u>19</u>	I see her once a week We discuss the problems with my parents. In addition we talk about everything that has to do with my life and my future.
Frequency of contacts Subject: need to share Satisfied with time	<u><i>Ba</i></u> <u>13</u>	Yes I like this meeting very much. To see the SW depends on what troubles me. If there is something that I like to share I go to her office and we discuss it. Yes the time is enough to discuss. MEMO: Ba meets the SW when he likes to share something. The free choice of contact is a characteristic that for first time is mentioned by a child and appears the need of the child to choose the time he likes to be opened. It seems that it is respected by the SW.
Frequency of contacts Subject: ask permission Satisfied with time	<u><i>J</i></u> <u>14</u>	I don't see the SW often. I usually see her when I like to ask permission to leave, so I don't need so much time for this.
Frequency of contacts Subject: visits to parents. Satisfied with time	<u><i>Dm</i></u> <u>15</u>	I meet the SW when I like to arrange with her my meetings with my family. I narrate, especially after a visit to my home, how the things with them were. She asks me if I would like to change anything in these visits. I don't have any problem with the time she gives me to talk with her.
Frequency of contacts Subject: week news/play No satisfied with time More time for personal discussion.	<u><i>G</i></u> <u>14, 5</u>	Formerly I saw her every Tuesday and Thursday, now I see her very rarely. When we meet we discuss about the week's news and how we have been.

<p>Frequency of contacts Subject: ask about her. Satisfied with time</p>	<p>We also play. No I am not satisfied with the time we spend together. I would like more time for personal discussions.</p> <p>MEMO: G meets the SW very rarely and although he wishes to see her often and have personal discussion.</p> <p>It is very difficult, to be completed the need of children for personal contact and dedication in a Home with so many children. To this, it can be added the SWs notice in the category of 'Home's Daily Program', the overloaded program of the SWs which bothers them to see for long time the children daily.</p> <p><u>A</u> <u>13</u></p> <p>I just pass from her office to say a "Hello" and ask how she has been. Yes the time is ok.</p> <p>MEMO: By saying this "Hello" he may gain some time from her but without showing that he needs her. Many neglected children think that by asking a support is a weakness. For that reason they may ask from her/him time to be together, by the funniest ways or even extreme ones in order to truck SW's attention and care but as long as they don't ask for it.</p>
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Children that have left the House

<p>No contacts</p>	<p><u>P</u></p> <p>I don't keep contacts with the SWs</p>
<p>Frequency of contacts Subject: currents life issues.</p>	<p><u>L</u></p> <p>I keep contacts with SW. I call them often We discuss issues of my current life, you know job, relationships, in general what is going on with my life.</p>

E. Boys' House

Children who are in the House

<p>Frequency of contacts Subject: discussion on variety of things. Satisfied with time</p>	<p><u>J</u> <u>10</u></p> <p>I see the SW everyday. We discuss a variety of things that concern me. Yes I like the time we spend together.</p>
<p>Frequency of contacts Subject: relationships</p>	<p><u>An</u> <u>8</u></p> <p>I go to her office sometimes. We discuss my relationship with my</p>

Satisfied with time		<p>friends.</p> <p>The time she spends is fine.</p> <p>MEMO: An, C and T meet the SW to discuss issues about their friendships.</p> <p>In the category "Social Relationships" they claimed the same. They trust the SW to share the things which have to do with their friendships like aggravations, quarrels, and in terms of C anger's management.</p> <p>It seems from their statement in both categories that the children trust her and accept her advice which is very hopeful for their social development.</p>
Frequency of contacts Subject: life in Home. Satisfied with time	<u>St</u> <u>10</u>	<p>I see Mrs. N. when I face a problem.</p> <p>We discuss a lot of things around my life in the Home and my family.</p> <p>Yes the time is ok.</p>
Frequency of contacts Subject: behavior/relationship No satisfied with time Asks more play & fun.	<u>T</u> <u>12</u>	<p>Our meeting depends on how many stupid things I have done so to need to discuss them. I go to her office when the other kids annoy me. We discuss all these.</p> <p>No I am satisfied with the time. I would like to play and have more fun with her.</p>
Frequency of contacts Subject: Home's issues. Satisfied with time	<u>Al</u> <u>10, 5</u>	<p>I meet her in her office and sometimes in the main building of the Home.</p> <p>We discuss things about my placement in the Home.</p> <p>The time we are together is fine.</p>
Frequency of contacts Subject: parents contact Satisfied with time	<u>Nt</u> <u>10</u>	<p>I have met her very few times.</p> <p>When my parents call me we meet and we discuss about this call. How I feel, what we discussed about etc.</p> <p>Yes the time is ok.</p>
Frequency of contacts Subject: visits to parents Satisfied with time	<u>Ib</u> <u>8, 5</u>	<p>I see her many times in the week and we discuss about my weekends at my home with my parents. She asks me if I had a problem, and how I felt.</p> <p>I am satisfied with the time.</p>
Frequency of contacts Subject: relationship/problems	<u>C</u> <u>8</u>	<p>I visit Mrs. N. whenever I can.</p>

Satisfied with time	We discuss if I have any problem. Usually I like to go to her office when I got in a fight with other children. I am satisfied with the time.
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Children that have left the House

Frequency & ways of contacts Subject: current life	<u>P</u>	I see the SWs very rarely, but when I do, our discussion is about my news of my current life.
Frequency & ways of contacts Subject: problems	<u>G</u>	I see the SW often, but the SW who was working when I was in the Home. I call her and I meet her out of the Home. We usually discuss the problems which I may face.
Frequency & ways of contacts Subject: current life/consulting	<u>T</u>	I rarely see the SW. At these few contacts that we had we remembered things for the past, I mentioned issues of my current life. Once I needed her advice on something that concerned my future.
Frequency & ways of contacts Subject: Past memories/present current life	<u>Pe</u>	I see the SW often. We meet out of the Home. In the beginning of our meetings we always brought memories for the past. Now the center of our discussion is my current life.

GENERAL MEMO: Most of the children see the SW everyday. The main things that they doing during their meetings is the discussion about their problems, family's issues, the school, relationships with age mates, issues which concern the daily life in the Home.

The role of the SW is consulting and supportive.

Some of them are doing activities together like play, basketball or football games.

Very few have complaints about the time. They need more personal time and exclusiveness.

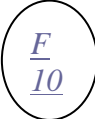


The children who have left from the Home keep a contact with the SW via telephone callings or visits in the Home. They like to remember the experiences that they have in the Home and having discussions about their current life and family condition

A. Girls' House

Children that have left the House

<p>First SW the SW of the Home No offer Represented just a specialist</p>	<p><u>E18</u></p> <p>I met for first time SW 2 years ago when I came here. I think that she didn't do anything for me. She was just a specialist who just did her job.</p> <p>MEMO: E, Mat, S, Kat: These children met for first time a SW when they entered in the Home. All of them saw the SW as a specialist who just did his/her job. They state their opinion objectively. Without any emotion involved they call the SW specialist. This entitles to him/her qualifications and shows at the same time their trust to these qualifications.</p> <p>The admission in a Home isn't an easy procedure for the children. It is the finale and official part of the separation from the family and at the same time it is an entry in a new environment where other people than the parents undertake their upbringing.</p> <p>The first persons who may meet are the SWs. It is very expected no feelings to be revealed or if they are revealed may be negative due to all this difficult and frustrating procedure which the children are subjected.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied from her work Represented a specialist who supports.</p>	<p><u>D a</u></p> <p>The SW of the Home was the first SW who I met for first time. I was 7 years old She helped me to adjust in the idea of a new environment. Yes I was satisfied with her work She was a specialist on who I could count for support, advice and confidence</p> <p>MEMO: Da, A, An, Ath, K. these children foresaw that the SWs are specialists who could support, and advice them by a confidential way.</p> <p>Although the SWs may have offered the same kind of help like in the previous group of children, for these one there was an indication that they would receive something more than "...just their job".</p> <p>It can be seen in K's phrases: "...I could wait support"</p> <p>Furthermore the confidentiality is an issue which is mentioned many times.</p> <p>The neglected children and their personal life are exposed to foreign people who they are going to raise them up.</p> <p>Their life may be already exposed to other SWs or to</p>

	<p>district attorneys or other specialists etc. After this exposition and the beginning of their settlement in the Home they need more than anything the confidentiality to protect their personal life.</p>
<p>First SW the SW of the Home Helped in the change Pleased with her work Represented a helper in the problems</p>	<p><u>M</u> 9,5</p> <p>The reason to met a SW was to come here. It was 3 years ago. She helped me to adjust here and we discussed the problems that the change may have brought to my life. I was pleased with her job. At that time of my life was someone who could help me to face my problems.</p>
<p>First SW the SW of the Home Made the acquaintance Satisfied with her work Represented a friend/supporter/consular</p>	<p><u>Al</u> 0</p> <p>The first SW who I met was the SW of the Home when I was 6 years old. She introduced me to the staff of the Home I am satisfied with her work The SW was a specialist who could supported me and consulted me in a confidential way. She was also a good friend to tell my problems.</p>
<p>First SW the SW of the Home Helped on the change Satisfied with her work Represented a specialist who supports.</p>	<p><u>K</u> 11,5</p> <p>Mrs E., the SW of the Home, was the first SW who I met. I was 10 years old. We discussed the problems which the change may bring to my life. Yes I liked her work. She represented a specialist from who I could wait a support.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a specialist who supports.</p>	<p><u>An</u> 16</p> <p>One of the SW of the Home was the first SW who I met when I was at the 4th grade of the Elementary school. She helped me to adjust to the new environment Yes I was satisfied from her work. She represented a specialist who could helped me with her support and her advice</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with her work Represented just a lady.</p>	<p><u>Mel</u> 13</p> <p>The SW of the Home were the first SWs who I met. I was at the 1st grade of Elementary school They helped me to adjust to the Home's environment Yes I was satisfied with her work What did she represent for me? She was just a lady. I didn't know her well</p>

<p>First SW a SW from Welfare Office Supported the family Satisfied with her work Represented a supporter.</p>	<p>MEMO: Mel was 6 years old when she came in the Home. She claims that the SW was “just a lady” for her and she justifies it by the fact that she didn’t know her well. Although Mel was very young, her judgement wasn’t rush to conclude what role the new persons played in her life. Comparing her drawing in the category “perception of the SW role”, she drew a girl and a lady holding by hands and the lady was higher than the child. That means that she feels the SW very close and exalted. Thus her opinion about her changed to the better. Al, from E Boys’ Home below, he also named the SW “lady” but he adds that she was “good” which means that he has a little different point of view than Mel once he adds a characterization “good” to her. He probably liked her from the beginning.</p> <p> The first SW who I met was a SW from the Welfare Office, I met her because my family was dealing with serious problems. She supported me and my family to the separation Yes I was satisfied because she was someone who could supported me.</p> <p>MEMO: Anit, F. Both girls understood from the first contact that the SW could support them or according to Anit “...she knew how to do it” It is very important for these children to meet supportive adults. To obtain a different picture than this which they had so far from their parents so to hope for better relationships with adults.</p>
<p>First SW the SW of the Home Made the acquaintance Helped to adjustment Satisfied with her work Represented specialist who supports doing her work.</p>	<p> I was 12 years old when I first met a SW and she was the SW of the Home. She introduced me to the staff of the Home and she helped me to adjust to the new environment. She was nice. She was a specialist who could supported you but she did just her work</p>
<p>First SW the SW of the Home Emotional support Satisfied with her work Represented specialist who supports</p>	<p> I was at the 5th grade of Elementary school when I met SW for first time. The reason was my entry to the Home. She supported me emotionally so to adjust to the new environment. I am satisfied with her work. For me she was a specialist who knew how to support me.</p>

<p>First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a helper in the problems</p>	<p><u>Al</u> <u>17</u></p> <p>It was 2006 when I met a SW for first time. It was the SW of the Home who helped me to adjust to the idea of a new environment. Yes I am content with her work. She represented someone in my life who helped me to deal with my problems.</p> <p>MEMO: Al, M, Ane. These children met for first time SW in the Home It is appeared that they needed someone to help them with their problems and they found it in the role of the SW. Neglected children come from an abusive environment very tired and troubled. The need to solve their problems and feel better is huge. The SW with his/her knowledge was a person who could help in this solution. For that reason they may feel relief finding him/her.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a helper in the problems</p>	<p><u>Ane</u> <u>18</u></p> <p>I met SW for first time 7 years ago and she was the SW of the Home. She helped me to adjust to my new Environment. I am content with her work because she helped me face my problems.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a specialist doing her work.</p>	<p><u>Kat</u> <u>16</u></p> <p>I met SW 10-11 years ago. The reason was to come here. We discussed about the new environment and what that could bring to my life. She introduced me to the staff and explained to me their duties and my obligations. I liked the way we met. She gave me the impression of a specialist who just did her job.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a specialist to support</p>	<p><u>Ath</u> <u>13, 5</u></p> <p>I was at the 1st grade of the Elementary school when I met SW for first time. The reason was to come here. She helped me to adjust to the new environment. Yes she was good in what she did for me. She represented a specialist from who I could support and confidence.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with her work</p>	<p><u>G</u> <u>13</u></p> <p>I met SW for first time 2 years ago. It was the SW of the Home. She introduced me to the staff and she told me everything about Home and</p>

Represented a specialist who can help	<p>what was offering.</p> <p>I liked our first meeting, she was a specialist ready to help me and that's why I could count on this help</p> <p>MEMO: "I could count on because she was ready to do it". This phrase could be similar with the phrase that many children used in the category "Perception of the Home" "...she is there for us". Both of them declare the readiness of the SW to help. When someone has this readiness to be there, the most possible is this attribute to be accompanied by increased interest. This is very fundamental if the child felt it from the beginning.</p>
<p>First SW the SW of the Home</p> <p>Helped to adjustment</p> <p>Satisfied with her work</p> <p>Represented a specialist who does her work.</p>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; flex-direction: column; justify-content: center; align-items: center; margin-right: 10px;"> S 14 </div> <div> <p>I was 6 years old when I met a SW for first time. It was Mrs G. from the Home. She helped me to adjust to new home.</p> <p>I liked her, thought she didn't represented anything to me but just a specialist who tried to do her job.</p> </div> </div>

MEMO: The role of the SW for Da, An, Mel, Mat, Ane, and Al was to help them to adjust in the new environment. The same kind of help was received by M who elucidates that they discussed on what the change would bring to her life. Anit also adds that SWs' help for the adjustment was accompanied with emotional support. All these children are satisfied with SW's work.

The fact that the children enter in a Home is a big change which is connected with many thoughts, worries, feelings, and doubt which may be frustrating, and trouble the children so much that drive them to stagnancy. The latter is very negative omen to begin a different way of living.

The role of the SW comes and smoothes all these through the discussion, the explanation and the support. It is very important for the children to be clarified to them what they have to expect and how the things will be for now on, before their imagination and the whole tiredness from their family create pictures and so make this change more difficult.

The help that A, Kat, and G, K received was more an explanation, an introduction of the members of the staff, the duties of them and in general what the Home has to offer to the children.

Clear pictures of what someone will meet in a new situation of his/her life is the best way of reduce the stress and begin with the best supposition. For this reason the role of the SW through these simple actions of introduction and the simpler that of explanation can positively affect the children's calmness and good mood.

F is the only child of this Home who met the first SW in a Welfare Office for the problems that her family faced. She claims that the SW supported her and her family to the separation.

The children's separation from their families is a traumatic procedure which may never be overcome by both sides let alone by the children. The specialists, who handle these issues of the families, play a very deterrent role for the involved person's emotional condition and the picture that they will develop for the role of these specialists.

F is satisfied with SW's work and that means that the SW handled her case with sensibility and careful handlings.

It is almost certain that the first experience will influence the general opinion about the role of the SWs and their role.

Dion for the Girls' Home received the same kind of help but from the SW of the Home.

The children may be apart from their families and have been well settled in the Home but their emotional condition is still influenced by the separation and they need constant support.

B. Girls' House

Children who are in the House

<p>First SW the SW of the Home Preparation for the change Satisfied with her work Represented a lady.</p>	<p><u>K</u> 14</p> <p>I met a SW for first time in 2003. It was the SW of the Home. We discussed about the change of my environment and what problems I may meet. I am contented with her work. What did she represent? A lady MEMO: K although she clarifies what the SW did for her she didn't attach the role with any characteristics. Either she may have been so occupied with the change which she was experienced that she couldn't see something more than "a lady", or it may be the children's reservedness which is created after the mess of their family, to place a specific role to the new people in their life.</p>
<p>First SW the SW of the Home Helped in the change Satisfied with her work Represented a helper in problems.</p>	<p><u>A</u> 13</p> <p>I met a SW for first time in 2007. The reason was to come here. She helped me to get know the new environment. I am satisfied with her work because she helped me to face my problems.</p>
<p>First SW the SW of the Home Helped in leaving Satisfied with her work Represented a specialist who can help & support.</p>	<p><u>D</u> 18</p> <p>I was at the 4th grade of the Elementary school when I met a SW for first time. The reason was that my family was facing social and financial problems. She helped me to leave my family and to obtain a better place to live. She made something good for me. She helped me to face serious problems. She also represented a specialist in who I could count on for support. MEMO: The family is for the children their natural environment to grow up. They are totally depended on it for their survival and</p>

<p>First SW the SW of the Home Helped in separation Satisfied with her work Represented a helper</p>	<p>for their fullfilness of their needs. All these are placed by the attachments which take place from the very beginning of the fetation. When such a strong bond is broken several problems are created and the child's life is shaken. The things get even worse when the child has to be removed from this environment. The SW's role is crucial at this point and D who experienced this entire she was helped to "...leave this natural environment and accept a new one. The fact that she supports that this new place would be "...a better place to live" it may mean that she sees throughout family's problematic home and she was ready to leave it for a better one.</p> <p><u>Dion</u> <u>13</u></p> <p>I was 8 years old when I first met a SW. It was because my family had very serious problems. She supported me and my family on the issue of our separation. Yes, I am satisfied with her work. She represented to me a helper to my problems.</p> <p>MEMO: Dion, and K, Al, S and So, from Hatzikosta below, claim that the SW was a helper. When someone has a helper for his/her problems means that he/she is not alone in a difficulty, has more possibilities to succeed, can share his/her feelings and thoughts and most of all to be helped in raising the burden of the problems. For Dion the SW was a helper who contributed to her effort of problem's management. The reason that she points it out is that a helper was offered the specific period that he/she was most needed.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a friend</p>	<p><u>B</u> <u>10</u></p> <p>I was 7 years old when I came here and this was the first time that I met a SW She helped me to adjust to the environment of the Home and she introduced me to the staff. I am satisfied with her work; She was like a good friend to who I could tell my problems.</p> <p>MEMO: B lends a different kind of representation to the role of the SW. She was a friend to who she could tell her problems. Deepness and simplicity at the same time is appeared by her characterization. The SW is a friend who cherishes feelings for her and he/she is ready to</p>

	listen and stand by her. At the same time the SW pauses being a specialist with knowledge and education and becomes a simple person who is there for her.
First SW the SW of the Home Helped to adjustment Made the acquaintance Satisfied with her work Represented a specialist who can consult & support.	<div><u>G</u> <u>12</u></div> <p>I met a SW one year ago here in the Home. She helped me to adjust to the environment and she introduced me to the staff explaining to me what was their work I liked her; She was a specialist for me who could support me and consult me.</p>
First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a specialist with knowledge to help & support	<div><u>Din</u> <u>14</u></div> <p>I was 11 years old when I met a SW for first time. The reason was to come here. We discussed about everything I was going to face and the ways I could deal with any it this was a very important for my adjustment I am satisfied with her work. She represented a specialist who had the knowledge to help me with my problems and to count on her support and confidence.</p>

C. Boys' House

First SW the SW of the Home Helped to adjustment Satisfied with his work Represented a specialist who can consult & support.	<div><u>G</u> <u>15</u></div> <p>I don't remember when I first met a SW (after a while) It was the SW of the Home. The reason was my entry here. He help me to be familiar with the Home I like what he did. He represented a specialist who helped me in facing my problems and he consulted me and supported me.</p>
First SW the SW of the Home No memory of SW's work Represented a friend	<div><u>B</u> <u>16</u></div> <p>I met a SW for first time when I came here. It was 5 years ago. I don't remember what he did then. He was a specialist who consulted me and he represented a friend to who I could share things.</p>
First SW the SW of the Home Supported, helped to adjustment	<div><u>Ch</u> <u>11</u></div> <p>I was 6 years old when I first met a SW. It was for the reason to come here.</p>

<p>Satisfied with his work Represented a specialist who can help & support</p>	<p>He did a lot of things. He helped me to adjust to the new environment. He supported my family for the separation and we have many conversations about the change.</p> <p>I am satisfied with his work. He represented a specialist who can help me effectively and support me any time I need it.</p> <p>MEMO: Although Ch is only 11 years old he is describing every action that the SW took for him. With his words “He did a lot” expresses his satisfaction for his work and with the phrase “...help effectively” his assurance about the quality of the offer which the SW can provide to him any time he needs it.</p>
<p>First SW the SW of the Home Helped in the change. Satisfied with his work Represented a good friend</p>	<p><u>D</u> <u>15</u></p> <p>It was 2003 when I first met a SW. It was Mr. G. the SW of the Home. I discussed the problems which may have come with the change of the environment.</p> <p>I am satisfied with his work.</p> <p>He represented to me a good friend with who I could discuss my problems.</p>
<p>First SW the SW of the Home Helped to adjustment Satisfied with his work Represented a good friend</p>	<p><u>M</u> <u>13</u></p> <p>I met SW for first time 3 years ago. It was Mr. G. He helped me to familiarize with the new environment and we discussed about my problems of my family and how I can deal them.</p> <p>I am satisfied with his work. He represented a friend with whom I can talk about my problems.</p>
<p>First SW the SW of the Home Supported the family and adjustment Satisfied with his work Represented a specialist who can consult & support</p>	<p><u>Bn</u> <u>11</u></p> <p>I met a SW for first time 2 years ago, I met here at the Home.</p> <p>He supported me and my family and also to adjust to the Home.</p> <p>I liked what he did for me.</p> <p>He represented a specialist who supported me and consulted me.</p>
<p>First SW the SW of the Home Supported to the adjustment Satisfied with his work Represented a good friend</p>	<p><u>J</u> <u>17</u></p> <p>I met a SW for first time 5 years ago. It was the SW of the Home.</p> <p>He supported me and helped me to this new home for me.</p> <p>He was ok. He was a friend to talk with.</p>

<p>First SW the SW of the Home Supported the family and adjustment Satisfied with his work Represented a good friend</p>	<p>I met a SW for first time 1 year ago. The reason was my entry here. He supported me and my family to the separation and to my adjustment to the Home. I liked his work. He was a good friend in who I could talk with</p>
<p>First SW the SW of the Home Supported the family Satisfied with his work Represented a specialist who supports</p>	<p><u>C</u> <u>19</u></p> <p>I met a SW for first time 9 years ago when my family faced serious problems. She supported me and my family for the issue of the separation. I am satisfied with her work. She was a specialist who could support you to difficult situations like these I was facing</p>
<p>First SW the SW of the Home Made the acquaintance Represented a specialist who supports & encourages</p>	<p><u>K1</u> <u>1</u></p> <p>I met a SW for first time when I was 5 years old. The reason was my entry here. He was very nice to me because he helped me to meet all the people who worked here, the building and the other children as well. He was a specialist who could give support and courage to face my problems. MEMO: Except the SW's support that all the children mentioned, K adds the courage. Every new and unknown environment may create to the child fear and worries about the capability of handling of his/her life. K received that 'tool' of courage for his new beginning from the SW.</p>

MEMO: It is impressing that the half of the children of this Home B, D, M, J, Chr and from Home below D and G, called the SW who met for first time "a friend with whom" they "could talk about their problems"

We share things with a friend when we know that the friend will keep confidentiality, that he/she will be trustful, and secures us that he/she won't betray us and the most important, when we have the certainty that he/she will be there for us so to feel him/her as our people.

Maybe for those reasons the children saw to the SW a friendly figure.

D. Boys' House

Children who are in the House

<p>First SW a SW from Welfare Office Visited the family decided the</p>	<p><u>Th</u> <u>14</u></p> <p>I met a SW for first time in 2008. It was a SW of the Welfare Office. She came to see my family and the problems that we</p>
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<p>transfer</p> <p>Unsatisfied with her work</p> <p>Represented a person who made things worse.</p>	<p>were facing</p> <p>She found a Home for accommodation for me and my sisters.</p> <p>I didn't like her work, because I didn't want to come here. I would like to stay at my home.</p> <p>She was a person who made the things worse for me.</p> <p>MEMO: Th met the first SW in the Welfare Office and the J below at the hospital. Th didn't like her/his job because he didn't want to leave his family.</p> <p>J has ambiguous opinion. For that reason although he didn't like his/her work he names him/her supporter and a good friend.</p> <p>Probably he saw to the part that he didn't like-his removal-the necessity of it and the role of the SW inevitable but at the same time supportive and beneficial.</p> <p>Th supports that the SW "...made the things worse..." for him probably because he/she participated to the decision of Th's removal from his home.</p> <p>As it was seen in the most of the categories Th can't accept what he is experienced. Neither now he can see that his family has problems and he is kindly accusing everyone who is involved in his case.</p> <p>This is a very frequent behaviour for the children who are neglected and have to be removed from their families. They can't accept that their parents showed such an inability exactly because it is too painful.</p> <p>Instead they accuse all the people who took part to the disclosure of this reality and the taking of decisions which unfortunately they aren't painless for the children.</p>
<p>First SW the SW of the Home</p> <p>Helped in the change</p> <p>Satisfied with her work</p> <p>Represented a helper</p>	<div data-bbox="699 1503 794 1626"> <p><u>T</u> <u>11</u></p> </div> <p>The first SW who I met was the SW of the Home.</p> <p>She helped me to adjust here; we were discussing a lot about my problems of the change but also my family's problems.</p> <p>I am satisfied with her work because she helped me to face my problems.</p>
<p>First SW the SW of the Home</p> <p>Helped in the change</p> <p>Satisfied with her work</p> <p>Represented a good friend</p>	<div data-bbox="675 1771 770 1895"> <p><u>D</u> <u>16</u></p> </div> <p>I met for first time a SW 1 year ago because I came here.</p> <p>We discussed what may come up due to the change of environment.</p> <p>Yes, her work was alright.</p> <p>She was like a good friend to me with who I could talk about everything</p>

<p>First SW the SW of the Home Visited the family helped the transfer.</p> <p>Satisfied with her work Represented a helper</p>	<p><u>S</u> <u>14</u></p>	<p>bothered me.</p> <p>I met a SW for first time this year with my entry in the Home She came at my home and talked with my parents the fact that I should move to the Home. Yes her work was ok she spoke with my parents a lot and she explained everything. She was a helper for my problems</p>
<p>First SW was a SW of other Home.</p> <p>Helped to the adjustment</p> <p>Satisfied with her work Represented a helper</p>	<p><u>Al</u> <u>13</u></p>	<p>I was 9 years old when I met A SW for first time The reason was my entry to the Home "Saint Andreas" She supported me to adjust to the new environment I am content with her work. She was a helper to my problems.</p>
<p>First SW the SW of the Home Supported to the transfer</p> <p>Satisfied with her work Represented a specialist who support & consults.</p>	<p><u>N</u> <u>15</u></p>	<p>I met a SW for first time 1 year ago here, when I came in the Home. She supported me to deal with the separation thing, and she introduced me in the staff I am satisfied with her work. She was a specialist who could offer support, advice and confidence.</p>
<p>First SW the SW of the Home Made the acquaintance Satisfied with her work Represented a helper</p>	<p><u>So</u> <u>15</u></p>	<p>I met a SW for first time 1 year ago. The reason was to come here. She introduced me to the staff. Yes I am satisfied with her work. She represented a helper in my dealing with my problems</p>
<p>First SW a SW for a social service Helped the transfer Satisfied with her work Represented a helper & a supporter.</p>	<p><u>Sn</u> <u>16</u></p>	<p>I met a SW for first time 4 years ago. She came to my home to see my parents and how I was brought up by them She helped me to come here and started the activities I wanted. I am content with her work. She helped me to face problems and she supported me in general.</p>
<p>First SW the SW of the Home Helped in the change & adjustment Satisfied with her work</p>	<p><u>B</u> <u>15</u></p>	<p>I met a SW for first time here one year ago when I enter in the Home. She showed to me the Home and introduced me to the staff. We also</p>

Represented a specialist who just did her work.		discussed what may bring the change of the place I live. I liked her work. She was a specialist who just did her work.
First SW the SW of the Home Helped in the change Satisfied with her work Represented a helper	<u>K</u> <u>19</u>	I met a SW for first time here in 2003 She supported me and my family in the change and she helped me to adjust to the Home. I am content with her work. She was a helper on my side.
First SW the SW of the Home Visited the family Ignorance of SW work Represented a helper in specific problem.	<u>Ba</u> <u>13</u>	I was 9 years old when I met for first time a SW. I met her for family reasons. I don't know if she did her work well, because I didn't care She helped me to deal my problems I have dyslexia
First SW the SW of a hospital Made the reference Ambiguous opinion about SW's work. Represented a good friend	<u>J</u> <u>14</u>	I met a SW for first time 1, 5 years ago. I met at the hospital where I was before I came here. She made the reference to come here. If I was satisfied with her work? Yes and No. I would like to stay at my Home. She represented a supporter and a good friend with who I could talk about my problems.
First SW the SW of the Home Helped to adjustment Satisfied with her work Represented nothing due to ignorance of the role	<u>Dm</u> <u>15</u>	I met a SW for first time 3 years old. The SW of the Home. She helped me to adjust to the Home. I am satisfied with her work. She didn't represent anything to me. I didn't know her role.
First SW the SW of the Home Helped to adjustment Satisfied with her work Represented a good friend	<u>G</u> <u>14, 5</u>	I met a SW for first time 2 years ago here at the Home. She helped me to adjust to the Home I am content with her work. She helped me to face my problems. She was like a good friend and a specialist who just did her work at the same time.
First SW the SW of the Home Ignorance of what SW did Satisfied with her work Represented a specialist who	<u>A</u> <u>13</u>	I met a SW for first time in 2004 when I came here. I don't know what she did for me.

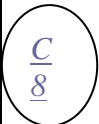
supports	<p>I remember that she was good at her work</p> <p>What did she represent? Maybe a specialist who can support you?</p>
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E. Boys' House

Children who are in the House

<p>First SW the SW of the school</p> <p>Discussed with him</p> <p>Liked her</p> <p>Represented a teacher</p>	<p><u>J</u> <u>10</u></p> <p>I was 6 years old when I first met a SW. It was from my school in Menidi</p> <p>She was asking some things for my self.</p> <p>Yes, I liked her. She was like a teacher</p> <p>MEMO: J and Nt bring a new attribute of the first SW who they met, J in his school and Nt in the Home. They saw them as teachers. J justifiably is influenced by the fact that he met her in the school and he was too young to differentiate the roles. Nt though met her in the Home and she seemed to him as "...a teacher who could keep secrets"</p> <p>A sense of childish innocence is described while Nt wants to present that the SW's role works under confidentiality.</p>
<p>First SW the SW of the Home</p> <p>Helped in the change.</p> <p>Satisfied of her work</p> <p>Represented a helper</p>	<p><u>An</u> <u>8</u></p> <p>I met a SW for first time when I was 6 years ago and it was the SW of the Home.</p> <p>We discussed about the change and what may bring</p> <p>Yes she was good to me.</p> <p>She helped to face my problems.</p>
<p>First SW the SW of the Home</p> <p>Helped in the change.</p> <p>Satisfied of her work</p> <p>Represented a specialist who helps & supports</p>	<p><u>St</u> <u>10</u></p> <p>I met a SW for first time one year ago. The SW of the Home.</p> <p>We discussed the new things that my placement in the Home may bring.</p> <p>She was ok. She was a specialist who could support me and help me by a confidential way</p>
<p>First SW the SW of the Home</p> <p>Helped in practical things</p> <p>Satisfied of her work</p> <p>Represented a family</p>	<p><u>T</u> <u>12</u></p> <p>I met a SW for first time 6 years ago here in the Home.</p> <p>She helped me to meet the other children, she showed my room, and how I can set my bed. Nothing more.</p> <p>Yes I liked her.</p> <p>She was something good in my life</p>

	<p>because without her I wouldn't have the friends who I have here. She is someone below my family.</p> <p>MEMO: The SW with very simple actions like showing his room, and the way he will set his bed, and introducing him to the children gained his sympathy. T by saying she did "nothing more" shows that he understands that these things that she did were simple.</p> <p>On the one hand the actions of the SW were simple but on the other hand this simplicity was for the child a smooth way of admission in the Home.</p> <p>After the hard way of experienced, the neglect and the separation from the parents, gently, simple and easy things are needed in order the child to make a new start.</p> <p>The fact that she is the reason that he met his friends sets her below his family. The same statement was given by him in the category "perception of the SW role" which means that he continuous to have the same appreciation for her and the SW has captured his heart for good.</p>
<p>First SW the SW of the Home</p> <p>Helped to adjustment</p> <p>Satisfied of her work</p> <p>Represented a lady</p>	<p><u>Al</u> <u>10, 5</u></p> <p>I met a SW for first time 5 years ago here when I came to the Home</p> <p>She helped me to adjust to the idea of a new environment and she introduced me to the staff.</p> <p>I am satisfied with her work.</p> <p>I see her like a good lady.</p>
<p>First SW the SW of the Home</p> <p>Helped in the change</p> <p>Satisfied of her work</p> <p>Represented a teacher</p>	<p><u>Nt</u> <u>10</u></p> <p>I met for first time a SW half a year ago when I came to the Home.</p> <p>She supported me to the separation and we discussed the new things that I was going to experience.</p> <p>She was very kind to me.</p> <p>She was like a teacher who could keep secrets.</p>
<p>First SW the SW of the Home</p> <p>Supported the family made the acquaintance</p> <p>Satisfied of her work</p> <p>Represented a mum</p>	<p><u>Ib</u> <u>8, 5</u></p> <p>I was 6 years old when I first met a SW. It was for the reason to come here.</p> <p>She introduced me to the staff and she supported me and my family because we were going to be apart.</p> <p>She was very nice. She was like a mum.</p> <p>MEMO: Ib gave to the first SW who he met a</p>

<p>First SW the SW of the Home Helped in the change Satisfied of her work Represented a helper</p>	<p>maternal feature. It is predictable for a child in such a young age like 6 years old that was the age of Ib when he entered in the Home, to see and feel a member of the staff by this way. Though he was the only child of the Homes who feel so early such strong bond. This may mean that he needed it the most and for that reason he left himself free to feel it without wariness. It seems that he wasn't wrong once he doesn't express disappointment in any category.</p> <div data-bbox="651 622 750 745">  </div> <p>I met a SW for first time 2 years ago. It was because I came here. She supported me because I was going to live here and not with my parents anymore; she explained everything about the Home and the staff She was very nice. She helped me to face my problems.</p>
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GENERAL MEMO: For most of the children the first SW who they met was the SW of the Home. The things that he/she did for them were: helping them to adjust in the new environment, helping their family and them to the separation, supporting emotionally, making them feel that she/he has confidentiality.
The most of them like his/her work and she/he represented a specialist to who they could wait support, courage; a friend, a good lady, a specialist with his/her knowledge could help them solve their problems.
The SW's role was found important and it left them satisfied.

Social workers work experience

8.

A. Girls' House

<p>Personal information</p> <p>2-5 years of experience</p> <p>The Home first job</p> <p>Reason to work at Home: like to work with children</p> <p>Experience influenced the interpersonal relationship.</p>	<p>SW1</p> <p>Female, age between 25-35 Greek nationality</p> <p>I have been working on the field of the social work for 2-5 years. It was my first job here and so I have been in the Home for 2-5 years.</p> <p>I decided to work on this field because I like to work with children.</p> <p>I believe that my experience influenced my relationship with the children. I saw that to the development of our interpersonal relationship, and also whenever our contact taking place. The more I was getting experienced the better I could listen, see, and understand.</p>
<p>Personal information</p> <p>More than 10 years experience</p> <p>Wasn't the first job at Home</p> <p>Reason to work at Home: love children</p> <p>The relationship independent from the experience</p>	<p>SW2</p> <p>Female, age between 51-60 Greek nationality.</p> <p>I have been on the field of the social work for more than 10 years.</p> <p>In the Home I have been working again for more than 10 years.</p> <p>No, it wasn't my first job here. It was in a therapy center for children.</p> <p>My love to children was the motive to work here.</p> <p>No I don't think that my experience influenced my relationship with the children</p>
<p>Personal information</p> <p>More than 10 years experience</p> <p>Wasn't the first job at Home</p> <p>Reason to work at Home: likes to work in place with children</p>	<p>SW3</p> <p>Female, age between 36-45 Greek nationality.</p> <p>I have been working on the field of the social work for more than 10 years.</p> <p>I have been working in the Home for more than 10 years.</p> <p>My first job was at the Union of Young Christian.</p> <p>I like to work in a place with children. This was the reason that I chose to work here.</p> <p>I don't think that my experience plays a role in my relationship with the children.</p> <p>MEMO: The SW who has fewer years in the field of</p>

<p>The relationship independent from the experience</p>	<p>social work in Home and in the field of social work in general believes that her experience influences the relationship with children in the interpersonal contact with them. Specifically she mentioned that she was getting better in her ability to listen, see and understand.</p> <p>The other two SWs have more than 10 years on the field and this may be the reason that they can't see any difference in their work. The weight of the experience of so many years makes the way of working developed very naturally, without any thinking effort of the reasons and the sources of actions. Thus the influence of their experience may be so assimilated in the actions and for that reason it isn't apparent anymore.</p> <p>It is very positive that the three of them chose to work in the Home with a criterion the love to children. The latter makes the work in the Homes, which is anyway a difficult and complicated setting for SWs and not only, more efficient for children and less hard for SWs.</p>
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B. Girls' House

<p>Personal information</p> <p>2-5 years of experience</p> <p>Wasn't the first job at Home</p> <p>Reason to work at Home: love to work with children</p> <p>Experience influenced the sensitization and understanding.</p>	<p>SW1</p> <p>Female, age between 25-35 Greek nationality.</p> <p>I have been working on the field of Social Work for 2-5 years.</p> <p>I have been here for less than a year</p> <p>No it wasn't my first job here. I worked in the municipality of Patras in an Equal program and in the General Organization of Greek Employed on a consulting program for unemployed.</p> <p>The reason that I chose to work here is my love to work with children.</p> <p>Yes my experience influenced my relationship with the children</p> <p>I understand the way the children think better, I am more patient and I have more sensitization in terms of the children's emotions.</p>
<p>Personal information</p> <p>1 year of experience</p> <p>First job at Home</p> <p>Reason to work at Home:</p>	<p>SW2</p> <p>Female, age between 25-35 Greek nationality.</p> <p>I am new on the field. I have been working as a social worker for a year now.</p> <p>I have been here for less than a year.</p> <p>Yes it is my first job and I like it because I always wanted to work with children.</p> <p>My experience influenced my relationship</p>

<p>wanted to work with children</p> <p>Experience influenced the sensitization and understanding</p>	<p>with them</p> <p>By the time I learnt to be sensitized more, understand better the children's needs and come closer to them.</p> <p>MEMO: Both of the SWs are new in the field of social work and have less than one year in the Home. They both chose this work because they would like to work with children. Although they don't have much experience, they noted that it influences their relationship with children amplifying SWs sensitization of children's emotions needs and gets them closer to them.</p> <p>We see here that no matter how small the experience is, it has an impact in the personal contact with children. Their presentation in the category of children's needs: "What they would like from us? They seek my apprehension in a combination with my patience..." "They need to receive from us love, interest, apprehension, support. They need to know that we are the people that they can found a real human contact at them."</p> <p>The above shows that the SWs used this sensitization which experience offered to discover children's needs and then canalized their fondness to children because they saw before that it was required by children.</p>
<p>Personal information</p> <p>2-5 years of experience</p> <p>First job ay Home</p> <p>Reason to work at Home: love to work with children/good salary</p> <p>Independent the relationship from the experience</p>	<p>SW3</p> <p>Female, age between 25-35, Greek nationality</p> <p>I have been working on the field of Social work for 2-5 years. The same years I have been here because the Home is my first job.</p> <p>I chose to work here because I like to work with children and it is a setting with a good salary.</p> <p>No I don't think that my experience influenced my relationship with the children.</p>

C. Boys' House

<p>Personal information</p> <p>6-9 years of experience</p>	<p>SW1</p> <p>Male age between 25-35 Greek nationality.</p> <p>I have been in the field of social work for 6-9 years. Between these years I have been working here.</p>
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<p>Wasn't the Home first job</p> <p>Reason to work at Home: love children</p> <p>Experience had an effect on the handling of difficult situation.</p>	<p>Though it isn't my first job. I worked in a Military psychosocial unit and at an Elderly Home.</p> <p>The reason I am here is my love for children.</p> <p>My experience affected my relationship with them. I saw that when I was trying to face difficult situation. The more I was experienced the faster I readjusted my methods of handling.</p> <p>MEMO: Here the experience plays a role in the handling of difficult situations. The experience and the knowledge as an extension feed the SW with readjustment in the methods of handling.</p> <p>It seems that there is a good result on this and it can be seen in his statement in the category "Managing of problems". He says that the way of handling is effective because he saw improvement in the social faction of the children in the Home.</p>
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D. Boys' House

<p>Personal information</p> <p>2-5 years of experience</p> <p>Wasn't the Home first job</p> <p>Reason to work at Home: comprised a challenge</p> <p>The experience helped in a better understanding and handling.</p>	<p>SW1</p> <p>Female, age between 25-35 Greek nationality .</p> <p>I have been on the field of social work 2-5 years. I have been here less than a year.</p> <p>My first job was at the municipality of Athens at the foundation of homeless. I have been there for 3 years.</p> <p>I chose to work here because the subject of the work comprised a challenge for me.</p> <p>My experience helped to have better understanding of the way the children think and in a more effective way of handling.</p> <p>MEMO: She states the same argument with the SWs of female's Home on that the experience helped in a better understanding on children's thinking and with the SW of male's Home on that the experience affected the handling to be more effective. It could be an evident that the experience plays a role in the relationship with children once SWs from different Homes declare the same opinion.</p>
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E. Boys' House

<p>Personal information</p> <p>6-9 years of experience Home was the first job</p> <p>Reason to work at Home: Haven't other choice</p> <p>The experience had an effect on a better apprehension</p>	<p>SW1</p> <p>Female, age between 25-35 Greek nationality. I have been in the field of social work for 6-9 years. I have been working here these years; it was my first job The truth is that I haven't any other choice, so I accepted to work here. Yes my experience affected my relationship with the children I can apprehend better now their problems and handling them by an more effective way I can be more supportive.</p> <p>MEMO: The fact that this SW hadn't other choice but to accept this work is a new point of view for the research but it is not new for Greek reality. Many SWs accept to work in positions not because they chose them but because it is an opportunity to work once there is a big unemployment in the field of social work. This may mean that they are in front of a duty for which they weren't prepared to pay. It many also bear an unwillingness to work disposing the best of them.</p>
<p>Personal information</p> <p>1 year of experience</p> <p>Home wasn't the first job</p> <p>Reason to work at Home: like working with children</p> <p>The experience played a role in the approach</p>	<p>SW2</p> <p>Female, age between 25-35 Greek nationality. I have been on the field of social work for a year now, and here I have been less than a year. Before the Home I worked at the "Smile of the child" at the SOS telephone line 1056 I like to work with children. My experience played a role in my relationship with the children. It helped in a better way of approach, and in the distinction of communication's codes in proportion with their age.</p> <p>MEMO: To distinct the communication's codes in proportion with the age is a very important factor which has to do with the knowledge of the ways and the needs of every age and as a consecution of this the successful practice. Here the SW indicates that her experience entitled this factor and made her approach better. Homes' faction and program, sometimes undermines this factor of distinction of needs and ways of handling in proportion of the age and the personality of every</p>

	<p>child, because everything is common everything is being shared. Let alone when the Homes are big units with many children.</p> <p>Fortunately in the last years in Greece the Homes especially the private ones, are small units and this makes their faction better.</p>
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GENERAL MEMO: The most of the SWs refer that their experience influences their relationship with children. Namely they see that influence in the way they understand the children's needs. That way became better. The same was noticed in the way of approach and handling especially in difficult situation.

In addition the experience increased their sensitization

Four of them have experience which ranges for 2 years to 5. Two of them have been working in the field of social work more than 10 years. Two as well have been working between 6 to 9 years. Other two are new in the field of social work. From the ten SWs that have been interviewed for four of them working in the Home was their first job.

For almost all, the reason that they accepted the position in the Home was their love to children and the fondness to work with them.

9 Management of problems

A. Girls' House

Children who are in the House

<p>No school problem</p> <p>Consulting & leading the role of SW</p> <p>Kidney's stone & anemia</p> <p>The importance of the role due to support</p>	<p><i>E18</i></p> <p>I am not facing any problem at school. Yes my relationship with the SW plays a role because she consults me and guides me to follow studies that are best for me. Though I am facing a medical problem. I am anemic and I have stones in my kidneys. The SW arranges the doctors appointment and she supports me emotionally so I can deal the whole issue of my innless.</p> <p>Yes our relationship plays an important role.</p> <p>MEMO: The SW tries to inspire the child to study and they collaborate with the purpose to follow studies that suite her.</p> <p>In a caring family this kind of guidance usually belongs to the parents. Neglectful parents can't care about the cognitive development of their children and the need for education and advice on it stays uncompleted.</p> <p>The fact that E, Ane and Al below, found someone to guide them and so to complete the need of move on learning, dignifies those children relationship with the SW on high levels.</p> <p>Furthermore, the parents try to comfort the children when they face an illness and they make the best for their children to have medical treatment.</p> <p>For the children who are accommodated in the Homes the carers should take care of medical treatment. The SW as a member of the staff arranges the appointments with the doctors in this Home. The most important is the emotional support that she offers to the children who don't have their parents with them and this need is bigger than to take a medicine because the most scaring in an illness is to be alone. E, Ane and Al may have felt that and for that reason they give meaningfulness to their relationship with the SW.</p>
<p>Bad performance in school</p> <p>The role important due to support</p> <p>No health problem</p> <p>Handling through</p>	<p><i>D a</i></p> <p>I can't perform in the classroom of math's and History's.</p> <p>The SW meets my teacher often.</p> <p>Our relationship plays a role because through this she knows me and she can support me at school.</p>

<p>collaboration</p> <p>Feels the relationship important because the SW knows her.</p> <p>Speech problem The role important due to responsibility of the SW</p> <p>Ignorance for medical problem The care makes the role important.</p> <p>No school problem SW helps her to learn new things No health problem Handling through collaboration makes the role important</p> <p>Bad performance in school Lack of friends at school</p>	<p>I haven't any mental problem. The SW collaborates with the doctors the carers and me to deal any health problem may appear As I told you before through the relationship she knows me so it is important to exist</p> <p>MEMO: The parents' ignorance for children's characteristics, needs, difficulties or problems is a common element of neglectful families. Da believes that her relationship with the SW is important exactly because she knows her. That knowledge comes from the daily observation during the time they spend together, being with her; all these grounded on the base of interest for the child.</p> <p>When Da sees the SW to meet her teachers and ask about her progress she feels that someone knows her and she has someone to present as a parental figure in the school. Thereby she has someone, she isn't alone.</p> <p><u>M</u> <u>9,5</u></p> <p>I don't articulate clearly and I attend speech therapy. The SW arranged the therapy and she is responsible of the regulation of the lessons. Yes our relationship is important on this. I don't know if I have a medical problem Yes our relationship is important because the SW cares if I am sick or not.</p> <p>MEMO: "...the SW cares if I am sick or not" For M that is a very significant action to make her relationship with the SW important. Through this interest for her health she feels secure and valuable.</p> <p><u>AI</u> <u>0</u></p> <p>I don't have any problem at school. Yes our relationship with the SW plays a role because she helps me to learn new things. I don't have any health problem. The SW collaborates with the carers and the doctors for us, and this is important.</p> <p>MEMO: Here the role of the SW completes another uncompleted need of the child that of the discovery of new things, to acquire a general education and culture. Many neglected children couldn't obtain even the elementary knowledge due to the ignorance of the parents to transmit experiences and knowledge adequate for their cognitive development.</p> <p><u>K</u> <u>11,5</u></p> <p>I can't perform in the classroom mainly in History and Geography.</p>
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Importance of the role through the discussion	Last year I didn't have any friend at school
Problem in the eyes	Yes my relationship with the SW is important because we discuss and try to figure out a solution.
Importance of the role	I have a health problem in my eyes. I have a tic in my left eye. The SW arranges the appointments with the doctor and this is why her role is important.
	MEMO: K and G face a problem in their relationship with the children in school. K didn't have any friends at school and G feels bad for being befooled because she is a child from a Home.
	It is true that the people look the children from the Homes with prejudice, believing that they are inferior. This attitude is transferred to their children who behave sometimes by a rejective way.
	For K and G the SW is reliance since they have someone to share these problems, to support and comfort them, to have someone to explain to them that it isn't their fault but the people's behavior who act by this way due to their ignorance.
Low school performance	I am not so good at school. This year I have very low standards' performance.
The relationship is important because the SW cares for her improvement	We discuss my difficulty with the SW and she tries to find me a tutor or to register in tutorial school, so our relationship is very important for me; It is a matter of my future.
Ear problem	I have a problem with my ear. I had a surgery because the eardrum was broken.
The importance is ascribed to the collaboration	The SW arranges the appointment with the doctors and she collaborates with the carers and doctors for our health. This is why her role is important.
	MEMO: The care of the SW for the tutorial school is translated by the child to an interest of the SW for her future.
	Neglected children having no chance to rely on their parents, they know that they have to try by themselves to accomplish qualifications for a better future.
	An and Al below make certain that the SW is with them in this strangle and for that reason they may feel that the chances for success are more.
No school problem	
Excludes the role of SW	
No medical problem	
The SW cares for the doctors visits	

An
16

Mel
13

No I don't have any school problem
I don't discuss with the SW the things from school.
I don't have any medical problem
The SW arranges the appointments with

<p>Bad school performance</p> <p>The importance of the relationship is ascribed to the discussion and the contact with the teachers</p> <p>No health problem</p> <p>Caring the role of SW</p>	<p><u>F</u> <u>10</u></p> <p>the doctors. Yes my relationship plays a role on the matter of health for the above reason.</p> <p>I am not good in the classroom performance. In which lessons? I think History and Math and sometimes in Greek language. Yes the relationship with the SW is important because we discuss and we try to find a solution and she also comes to the teacher and asks about my progress. No I don't have any health problem I know that the SW collaborates with the doctors and the carers if a kid is sick. Yes her role is important because she cares for us.</p>
<p>No school problem</p> <p>Encouraging the role</p> <p>Relationship important due to SW's care.</p>	<p><u>Mat</u> <u>23</u></p> <p>I don't have any school problem The role of SW is important because she helps us by amplifying, and encouraging us to obtain as many qualifications as possible I am all right in terms of my health. My relationship with the SW plays an important role because through this I can see that she cares for me. I can forget that.</p> <p>MEMO: As it was seen in An, Mat says that the SW tries to persuade her to obtain qualifications. The SW tries to induce the children to be qualified in order to have a better future, to ensure a better life standing on their feet and avoiding the same mistakes that their parents made. Moreover, Mat's phrase "I can't forget that" referring on the SW's care, shows how the SW's behavior impressed her almost shook her and for that reason it is something more than an appreciation or gratefulness.</p>
<p>No school problem</p> <p>SW important due to honesty</p>	<p><u>Anit</u> <u>18</u></p> <p>I don't face any problem at school. Yes our relationship with the SW is important because she tells us the truth. She makes us down-to-earth people.</p> <p>MEMO: The experience of neglect and the separation from the parents touch the children as a shock The effort and time for the beginning of overcoming vary from children to children. The SW as a specialist, who comes in contact with the children daily, is one of the persons who participate to this effort of recovery. Anit received from the SW moments of truth during</p>

	<p>these contacts and the truth is a huge need of children after the traumatic experience with her parents who stood insincere against their children.</p> <p>In relation with this the phrase "...makes us down-to-earth people" means that the SW brings the children in front of their reality of their situation no matter how hard it is. Many neglected children try to comfort their painful situation by living in an illusion. Living by this way they can't see the real source of their emotional damage and accept the right therapy.</p>
<p>No school problem Importance of the role through the discussion</p> <p>No health problem</p> <p>Supportive and caring the role of SW</p>	<p><u>Al</u> <u>17</u></p> <p>I don't face any problem at school. Yes the relationship should exist because we discuss about what is best for me and my future. I don't have any health problem. The SW arranges the appointments with the doctors and she supports us emotionally when we are sick. It is important to have someone when you are sick; and she is there.</p>
<p>No school problem Consulting the role for the future No health problem</p> <p>Collaboration and care from SW</p>	<p><u>Ane</u> <u>18</u></p> <p>I don't face any problem at school. Our relationship with SW plays a role because she helps me to orientate to what I will follow for studies. I don't have any health problem. The SW is another person who cares for us and collaborates with the doctors and the carers for our good health. So the relationship plays an important role.</p>
<p>No school problem Excludes the role of SW No health problem No role of SW on health issues</p>	<p><u>Kat</u> <u>16</u></p> <p>I don't face any problem at school. No, the SW doesn't play any role on this. I don't have any medical problem. There is a specific person who is responsible for the medical issues.</p>
<p>No school problem The SW role is important</p>	<p><u>Ath</u> <u>13,5</u></p> <p>No I don't have any problem at school. Our relationship plays an important role I don't face any medical problem The SW arranges the appointments with the doctors. Yes her role is important.</p>
<p>Problem in school with the relationships</p>	<p><u>G</u> <u>13</u></p> <p>The problem that I face at school is my relationship with the other children. They are mocking us because they know that we stay here.</p>
<p>The SW a person to share</p>	<p>We discuss this with SW and we try to</p>

the problem		figure out a solution Yes it is important because I have someone to share this difficulty
No health problem		I don't face any medical problem
Caring the role of SW		The SW collaborates with the other members of staff if someone is sick Yes our relationship is important because when we don't feel well we can report it to her and as I told you before she will care for us.
No school problem	S 14	No I don't have any problem at school Yes the SW helps because she cares for the tutorial schools or she finds teachers to come here and helps us
Caring the role of SW		I don't face any medical problem
No health problem		The SW arranges the visits to the doctors and collaborates with other if someone needs medication or to go to the hospital. So for me she is important.

MEMO: Almost all the children see the interest of the SW in her care to arrange doctors' appointments and also in her collaboration with the carers.
It is very vital for the children to observe all the members of the Home's staff to care for them following the same line of taking decisions and actions. The children need to see the people who raise them up to act together even in the wrong decisions.
Otherwise they feel divided and insecure because they will not know what to follow.

Social workers' opinion

The group of problems	SW1	We deal cases of children with specific problems. These are emotional, cognitive, and problems which concern their adjustment in the Home.
Ways of handling		We usually collaborate with specialist, we discuss with the carers and the children especially when the problem refers to the adjustment and with our SW's intervention
Effectiveness of the handling.		I am satisfied with the way we are handling these problems so far because I saw positive results.
Emotional problems	SW2	Yes we deal with specific problems which are mostly emotional. The best way was so far the collaboration with the specialist.
Necessity of specialists' collaboration		I believe in the necessity of this collaboration and this is why I am always to their disposal.

Emotional problems Good organization the way of effectiveness	SW3 The specific problems that we face are emotional, and some of them were serious and needed psychiatric intervention. I am satisfied with the way we handling the problems because the Home has a good program and an effective system of service.
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MEMO: All the SWs converge to the fact that they have to deal with emotional problems and less cognitive. One of the best ways of management is the collaboration with specialists which is proved as effective because the SWs have seen “positive results”

The emotional trauma of neglect leaves “wounds”, emotional gaps for which it is very difficult to be handling if the specialists, like psychiatrics, won’t be involved. Moreover, the SW3 mentioned as another important way of problems’ management the “good system of service and program of the Home”

It will be ineffectual if after a child’s therapy the persons who take care of him/her won’t collaborate with eachother and with the specialist on how they will handle the child. It is needed their participation in the procedure of problems’ management.

B. Girls’ House

Children who are in the House

No school problem Excludes the role of SW Scoliosis Excludes the role of SW	<u>K</u> <u>14</u> I don’t have any problem at school. No the SW doesn’t participate to this. I have a problem with my waist I have scoliosis The SW doesn’t do anything about it.
Problem with the relationship Help received through the discussion Ignorance about the importance of the relationship No health problem Importance of the relationship due to care and support.	<u>A</u> <u>13</u> The problem that I face at school it relates with my classmates; they are mocking me. I discuss it with the SW and we try to figure out a solution. I don’t know if our relationship plays a role in this. I don’t have any health problem. The SW supports us emotionally when we are sick so that we can feel that someone is with us. Yes here our relationship is important. MEMO: As it was mentioned by the children from the previous Home, A faces the mockery from her classmates. She turns to the SW so she can figure out a solution for her. It is positive for the children to turn to the SW to discuss these problems of the acceptance. By expressing it, they come off many things; they share it and then it is easier to bear it, they feel less inferior and earn confidence because there is someone who is trained to understand human’s behavior and he/she is in the position to explain, support and comfort them. A and D enforce the meaningfulness of the emotional support of the SW when they are sick. “...feel that

<p>No school problem Caring and supportive the role</p>	<p>someone is with us” For these children having their parents apart is hard anyway. If they are sick their confidence falls even more”...your spirit is low then it gets you down more”. Thus in that case a person who encourages them is more essential than even the doctor.</p>
<p>Support and care makes the role important.</p>	<p><u>D</u> <u>18</u></p> <p>I don't have any problem at school. Yes my relationship with her is very much important because we discuss about my progress and she has her eye on it. She also comes in contact with my teachers; we are even read sometimes together No I don't have any medical problem The SW supports us emotionally when we are sick and she collaborates with the doctors and the carers to deal when a health problem may appear. Yes the relationship is very important because when you are sick and your spirit is low then it gets you down more. Now with her help this isn't happening.</p>
<p>No school problem Very caring role touches her No health problem Excludes the role of SW</p>	<p><u>Dion</u> <u>13</u></p> <p>I haven't school problems. Yes our relationship is important. It was so touching when she was staying with me and we were reading math. If you believe it that helped me to pass the exams. No I don't have any health problem. I don't think that the SW plays any role on this MEMO: D and Dion both mention that the SW cares a lot for their school progress and she shows it to them when they discuss the importance of the education, when she meets their teacher but most of all when she reads with them. In some Homes there is a lack of staff, like teachers, who could help the children. For that reason other members of the staff try to help the children as they can. Exactly because there is a need for the children to be helped, they find that kind of help meaningful and a probable reason for their success. Although the above isn't a real social work practice, the SW, through that kind of contact with the children, gains their trust and the appreciation. Besides the time that they spend for the homework many things could be said by the both sides which will help the children beyond their cognitive development.</p>
<p>No school problem</p>	<p><u>B</u> <u>10</u></p> <p>I don't face any problem at school.</p>

<p>Care makes the role important</p> <p>No health problem Care makes the role important.</p> <p>No school problem SW cares like mum</p> <p>No health problem Care makes the SW role important</p> <p>No school problem The role is helping, supportive and caring.</p>	<p>Yes the SW plays an important role because she goes to school and ask about my progress.</p> <p>I haven't any health problem. The SW arranges the appointments with the doctors and I think that makes her role important.</p> <p><u>G</u> <u>12</u></p> <p>I am ok at school. Yes our relationship is important because like my mum the SW wishes for me to finish the school, so to have a good education.</p> <p>I don't face any problem in my health. The SW collaborates with us, the doctors and the carers to confront with the best way any health problem which may appear. This makes her role important.</p> <p>MEMO: The SW is a maternal figure who wishes the best for the child in school and in her education. It seems that G's mum cares for her progress and for that reason the child compares this care with the SW's interest and she concludes that the SW is like her mum.</p> <p>For neglected children is very important to meet as many persons who care for them as it is possible, to fulfill the emotional gaps and configure a different picture from what they have experienced namely the picture of no caring people.</p> <p><u>Din</u> <u>14</u></p> <p>I don't face any problem at school. Our relationship is very important for me because through it I can see her interest. She is the one who searches for tutorial school, she is the person who can answer to my questions or when I have difficulty she helps me to overcome it.</p> <p>MEMO: Din is very specific while she is describing the SW's role. She is expressed with certainty which may mean that she has experienced the stability and the quality of the help.</p>
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Social workers' opinion

<p>The group of problems</p>	<p>SW1</p> <p>The problems that we have to face concern the children's adjustment in the Home and their relationship with the staff and the other children. In addition emotional, cognitive and sometimes physical which are related with the emotional, like enuresis.</p>
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Ways of handling		<p>We confront them with the help of the specialists, with my intervention and the collaboration of the other members of the staff and with children if of course there is a will to participate.</p> <p>Sometimes I am satisfied and that is when I have a good collaboration with the members of the staff. When we move on the same line of action.</p> <p>Unfortunately when the unskilled staff involved then the problem gets worse</p>
Effectiveness through collaboration		
The group of problems	SW2	<p>Yes we have to face several problems. These may be emotional, cognitive, and \ physical. We also meet everyday a lot of children's difficulty to adjust in the Home. We are helped by the specialists and SWs intervention. Sometimes and the other members of staff help as long as there is a good will for collaboration and understanding. I mention this because most of the times if the staff isn't qualified there is lack of knowledge on handling and respect for the children who experienced a adverse situation.</p>
Effectiveness via collaboration		
Lack of knowledge bad way of handling.		
The group of problems	SW3	<p>We face emotional, cognitive problems and difficult situation which have to do with their adjustment in the Home.</p> <p>We confront them with the help of specialists, with the collaboration with the carers and the children as well. Finally with SW's intervention.</p> <p>Yes I am satisfied with our way of handling so far because we see that the children manage to adjust at this place after all.</p>
Way of handling		
The adjustment of the children indication of effectiveness		<p>MEMO: In the first position of the problems' list which should be managed it seems to be the emotional problems. The latter sometimes are related with these of the adjustment and sometimes are connected with the physical problems.</p> <p>The contribution of the specialist is essential as much as the collaboration between the members of staff who should have the "... the same line of action".</p> <p>SW2 brings to the surface a fact of the Greek Homes where the carers haven't quite knowledge in the handling of specific children's behavior.</p> <p>Though the SW believes that when there is "a good will" some things can be balanced.</p>

	Some Homes in Greece have constant further education to the members of the staff so to learn how to handle the children by the best way. This kind of education should include among the other, the ways of a good collaboration between them but the most of all the sensitization of children's sensibility.
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C.Boys' House

Children who are in the House

Problematic relationship with the teachers. Help received via discussion Importance of the role	<u>G</u> <u>15</u> MEMO: Some neglected children, due to their parents' abusive behavior, identify every adult with the parents. When this is taking place the children think that they will experience the insufferable adverse experience all over again. For that reason they try to resist. Here the teachers are the adults who in a way hold a power against the students who are called to respond to specific duties that adults ask from them. If there isn't any chance for neglected children to change their way of seeing the adults, they will keep having the specific picture in which all the adults are abusive and the two parts of the relationship teachers-students will keep being conflicted.	Yes, there is something that troubles me I don't get along with my teachers. The SW? Yes We discuss it with him and we try to find a solution. I believe that our relationship plays an important role. I don't have any medical problem. (He didn't answer the next questions)
No school problem Excludes the role of SW No health problem Importance of the relationship	<u>B</u> <u>16</u> 	I don't have any problem at school. No, Mr. G. doesn't play any role on this. I am ok in terms of health. The SW usually discusses with the doctors and the carers if an illness comes up. For this reason I think that our relationship with him is important in terms of our medical condition.
No school problem Importance of the role Caring and supportive the role	<u>Ch</u> <u>11</u> 	No I don't have any problem at school. The SW plays an important role for our education I had once a serious infection and the SW arranged the appointments with the doctor and he supported me emotionally because I was scared very much. I liked

<p>Problematic relationships at school</p> <p>The importance of the relationship</p> <p>No health problem</p> <p>Caring role of SW</p>	<p><u>D</u> <u>15</u></p> <p>that he did for me. It was very nice.</p> <p>At school? I don't have a good relationship with my classmates at all. The SW doesn't play any role on this at all. Although I think his role is important I don't have health problem. Mr G. has an interest for our healthy condition.</p> <p>MEMO: D has a bad relationship with his classmates but he doesn't include the SW's role in this. Though he can see his role important without being able to justify it. The problem that he faces with his classmates may have been very serious and every effort may have failed.</p>
<p>No school problem</p> <p>Caring and consulting the role</p> <p>No health problem</p> <p>Importance of the role</p>	<p><u>M</u> <u>13</u></p> <p>I am ok at school.</p> <p>Yes our relationship with Mr. G. is important because he consults me to be a good student and sometimes he helps me with my homework. I don't face any health problem. I know that Mr.G. arranges the appointment with the doctors. Yes he is important and on this field too.</p>
<p>No school problem</p> <p>Consulting the role of SW</p> <p>No health problem</p> <p>Importance of the role</p>	<p><u>Bn</u> <u>11</u></p> <p>No I don't have any problem at school. Mr G. consults me to read more so I can be a good student. I am ok in my health. The SW arranges the doctor's visits. So he is important.</p> <p>MEMO: Both of the children see the care of the SW through his effort to inspire them and to consult them to be educated. This kind of interest has been seen in action too while he helps them in their homework.</p>
<p>No school problem</p> <p>Importance of the role</p> <p>Importance of the role via collaboration and care of SW</p>	<p><u>J</u> <u>17</u></p> <p>Everything is ok at school. The SW's role is important. I don't have any health problem. The SW arranges the doctors' visits and he collaborates with them, the carers and us, so to confront any illness effectively, I think his role is important very much</p>
<p>Bad performance in school</p> <p>Importance of the relationship via discussion</p>	<p><u>Chr</u> <u>11</u></p> <p>I can't perform well in the classroom in specific lessons like history and math I also can't manage much with my homework. Yes my relationship with the SW is</p>

<p>and care</p>	<p>important because we discuss my difficulty and he takes me to a specialist. I don't have health problem. I haven't needed a doctor yet but I think that the SW arranges it and that's why is important.</p>
<p>No school problem The importance of the relationship via support and care.</p>	<div data-bbox="603 481 699 604" data-label="Text"> <p><u>C</u> <u>19</u></p> </div> <p>No I don't have any problem at school. My relationship with the SW has a special meaning because he supports me and he collaborates with my teachers. He is like guardian to me. Although I don't have any health problem Mr G. cares for me and for all the children.</p> <p>MEMO: The fact that the SW is a guardian in this field, underlines for another time the need of the neglected children to have someone to show them the way, to collaborate with their persons who surround them, who in this case are the teachers, and encourage them to move on by obtain qualifications.</p>
<p>Problem with the relationships</p> <p>Importance of the role via discussion Enuresis Caring the role of SW</p>	<div data-bbox="603 1019 699 1142" data-label="Text"> <p><u>KI</u> <u>I</u></p> </div> <p>I don't have a good relationship either with my teachers or with my classmates. I discuss it with the SW and we try to find a way for me to stop this. Yes Mr.G. is important. Yes, I have a problem(he pauses) I wet my bed at night. The SW collaborates with a doctor and the carers about it. Then he discusses it with me. I like that he is doing and I hope I will stop it one day with his help.</p> <p>MEMO: The SW informed me that Ch has in general many problems at school. Here he mentioned like G that he faces problems with his relationships and his desire to stop this. The child realized how bad it is and he may be tortured by the fact that he can't be attached. The SW is his ally in his emotional and social problems which influence his physical condition by having enuresis. The same will be displayed by J from the next Home. K's pause before he revealed his problem may disclose that this situation troubles him or makes him to embarrass. K was a very cute and sweet boy who despite his young age he is fully become aware of his problems and he is also determinate to change all this and turn it to a better</p>

	future.
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Social workers' opinion

Group of problems	SW1	We have to deal with almost every problem, emotional, cognitive, and adjustment issues.
Ways of handling		I try to bring specialist to deal with the above problems but also it is necessary the collaboration between the staff, the children and me.
Effectiveness of the handling		I am satisfied with the specific ways of handling because I have seen improvement in the social faction of the children in the Home.

D.Boys' House

Children who are in the House

Adjustment problem at school Consulting the role of SW	<u>Th</u> <u>14</u>	I don't like the school. I run away from it many times. I discuss it with the SW and she consults me to be patient and later I can follow a technical school which will be easier for me.
No health problem Excludes the role of SW		I don't have any health problem I don't know if the SW helps on this field. MEMO: One of the negative neglect's consequences is the children's tension to run away. It is a deeper desperate effort to run away from the cruel reality which they can accept and bear. The school is a place where children meet adults who may remind them their parents, they also are compared with the other children and that may make them feel inferior and unfortunate. If it is added a probably school difficulty of the child then their situation becomes too painful and unbearable; for that reason they choose to run away from all of these. The SW encourages the Th and Ba by giving them the solution to follow an easier school later. Probably they will perform better there and she also advices Th to be patient. The school is a temporally stage of his life and one day it will be finished.
Relationships' problems Caring the role of SW Skin infection Caring the role	<u>T</u> <u>11</u>	The other children mocking me at school I and the SW try to find a way to stop this,

<p>Difficulty in specific lesson The importance of the relationship via advice No health problem Excludes the role of SW</p> <p>No school problem Importance of SW opinion No health problem Excludes the role of SW</p> <p>Difficulty in specific lessons Adjustment problems</p> <p>Caring the role of SW</p> <p>Stomach pain The importance of the SW experienced via care</p> <p>No school problem The importance of the relationship via care and support</p> <p>No health problem Caring the role of SW</p>	<p>and also she comes in contact with the teachers. I feel better when she does that for me and for that reason she is special. I have fungus on my feet. The SW undertakes the doctors and I count on that.</p> <p>MEMO: T and Al face problems with the other children in school. It seems that this troubles them a lot because when they are referred to the SW's contacts with their teacher and her effort to solve this to "...stop this" both feel better and makes T to enhance her to a special person.</p> <p><u>D</u> <u>16</u></p> <p>I find the lesson of Greek language hard. My relationship with Mrs. D. is important because she consults me about my studies and my progress. I don't have any health problem. No the SW doesn't play any role on this.</p> <p><u>S</u> <u>14</u></p> <p>I am going ok at school. I discuss with the SW my progress. Her opinion is very important for me. I don't have medical problem The things about our health is a responsibility of the doctor and the nurse.</p> <p><u>Al</u> <u>13</u></p> <p>I am bad in history and in geography and less in math. I also get in fight with other children The SW comes in contact with the teachers and that makes me feel little nice. I have stomach pain often. The SW collaborates with the carers , the doctors and me for my best. Yes I feel she is there for me.</p> <p><u>N</u> <u>15</u></p> <p>I don't have any problem at school. The relationship with the SW is important because she cares for us if we are good students. She awards us if we went well and that brings to us relief and joy. I don't have any health problem. When we don't feel well the SW asks what we have and she calls the doctor. When the doctor isn't here she takes over with the pedagogues. It is great that we have someone with us to care all the time.</p> <p>MEMO: N, Al, and J below, after experiencing the inability of their parents to have a constant respond to their needs, they express their fortune for finding</p>
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<p>Weakness of adjustment at school</p> <p>Importance of the relationship</p> <p>No health problem.</p>	<p>someone (the SW) “to be there” for them, “to care all the time” “to ask to school about” them.</p> <p>If the above is connected with the others children’s expressions about their inferior feelings, which make then fight with their classmates and run away, N, Al, and J must feel relieved and secure.</p> <p>In terms of N and J from E Boys’ Home their feelings are amplified by joy when the SW awards them when they succeed at school.</p> <p>Thus the SW “is there for them to care all the time” but she is also there to present children’s accomplishments by rewarding it.</p> <p><u>So</u> <u>15</u></p> <p>I am little naughty at school.</p> <p>Mrs. D. consults me how I will be a better boy. Yes this relationship is important for me.</p> <p>I don’t have any health problem.</p> <p>(He didn’t answer the next questions).</p>
<p>No school problem</p> <p>Importance of the relationship ascribing to the care and support of the SW</p> <p>No health problem</p> <p>Excludes the role of SW</p>	<p><u>Sn</u> <u>16</u></p> <p>I don’t have any problem at school</p> <p>My relationship is important to me because the SW informs my parents and that makes me proud because she cares to say good things for me. She also consults me, she has a say in my progress.</p> <p>I don’t have any problem with my health.</p> <p>When I am not feeling well I go directly to the doctor.</p> <p>MEMO: Sn gives to the SW a master role saying that “she has a say in my progress”. When a person has a say for someone means that he/she holds a personal placement in their lives and his/hers opinion is very substantial.</p> <p>The say of the SW is “good things” for Sn to his parents who she informs them about his progress in school. That “makes him proud”.</p> <p>Sn, with the favorable words of the SW, is like proving to his parents that despite their mistakes which caused troubles to him - that growing apart of them- he continues his life following different course than their course and now he presents a success as well.</p>
<p>No school problem</p> <p>The importance of the role ascribing to the care of SW</p>	<p><u>B</u> <u>15</u></p> <p>I am a good student.</p> <p>The SW undertakes the tutorial schools</p>

<p>No health problem Excludes the role of SW</p> <p>No school problem Supporting and consultative the role of SW Importance of the relationship Epilepsy Excludes the role of SW</p>	<p>and she collaborates with our teachers That makes her role important for us. Fortunately I don't have any health problem. Everything that has to do with the health is undertaken by the nurse.</p> <p><u>K</u> <u>19</u></p> <p>I started a school little late but I am good. The SW cares for my progress. She helps me to adjust here and start thinking my future and what I am going to do after leaving from the Home. So our relationship is precious for me. Yes I have a serious illness. I have epilepsy. No I haven't discussed it with the SW. MEMO: Many neglected children due to the inability of their parents to have them under supervision, they miss attending the school. One of the Home's purpose is to rehabilitate these deficiencies and help the children to be on track again especially for their educational progress. K being 19 years old and accommodated in a Home is one of these children who "start little late". According to his words the SW helps him on this recall and he is planning his future again which means that he found himself again and he is interested for him. For the above vital reasons it is very expected the relationship to become precious.</p>
<p>Dyslexia/ Adjustment problem at school</p> <p>Importance of the relationship via consultative</p> <p>No health problem Excludes the role of SW</p>	<p><u>Ba</u> <u>13</u></p> <p>I have dyslexia so my performance isn't the best. I also run away from the school. We discuss with the SW the whole issue and she tries to find a solution, she has recommended to go to a technical school in which I will fit better. Due to this her role is important to me. I haven't any health problem. No the SW doesn't play any role in this.</p>
<p>No school problem Caring the role of SW</p> <p>Enuresis Caring the role of SW Excludes the role of SW</p>	<p><u>J</u> <u>14</u></p> <p>I am a good student. The SW meets my teachers and it is something that makes me feel nice because I have someone to ask about me at school. Sometimes I wet my bed. The SW collaborates with the doctors, the carers and me so to confront my problem with the best way.</p>

<p>No school problem The importance of the relationship ascribing to care and advice No health problem The importance of the relationship ascribing to advice</p>	<p>No our relationship doesn't play any role on this.</p> <p><u>Dm</u> <u>15</u></p> <p>I am a good student. The SW is important for our progress because she consults us on our future. She also takes care our papers. I don't have any health problem. Yes the role of the SW is important because she consults us not to smoke or take drugs, and she always says to us to be cautious with our companies.</p> <p>MEMO: Dm was met again mentioning the issue of the bad companies and the advice of the SW to avoid them in the category "Social relationship". The school is a place that the children come in contact with age-mates and for the neglected children who are vulnerable after the experience of the abuse it is more likely to follow the bad examples of age-mates than the good once. The consulting work of the SW is appreciated by Dm because he has someone to stand on his guard especially now when he is teenager.</p>
<p>No school problem Excludes the role of SW Asthma Excludes the role of SW</p>	<p><u>G</u> <u>14, 5</u></p> <p>I don't have problem in school. The SW doesn't play any role because the pedagogues help us in our homework. Once I had asthma No the SW doesn't intervene in that. The doctor and the nurse are responsible</p>
<p>No school problem Limits the role of SW No health problem Ignorance of the SW role.</p>	<p><u>A</u> <u>13</u></p> <p>I haven't any problem at school. The SW plays a small role in our school progress. I haven't face any problem with my health and I don't know if and where the SW intervenes.</p>

Social workers' opinion

<p>Group of the problems</p> <p>Ways of handling</p> <p>Effectiveness of the handling</p>	<p>SW1</p> <p>The problems that we have to confront are mainly emotional, and adjustment's. We collaborate with specialists and of course with the carers and the children In some cases I am satisfied from the way we handling the problems but in sometimes I am not. There are moments that our intervention doesn't take place immediately. This happens</p>
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	<p>because it takes time for the group of all of the specialists to be in session.</p> <p>MEMO: As the other SWs presented about the children's problems that they have to manage, at the same way the SW of this Home has to confront problems of adjustment and emotional.</p> <p>The different aspect that she shed light on is this of the delay of the specialists' session which impacts the effectiveness of the management.</p> <p>This isn't unusual in a Home, where many people work on the upbringing and rehabilitation of so many children (C Boys' Home accommodates 40 boys), to take them time to agree, meet and finally take decisions.</p>
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E. Boys' House

Children who are in the House

<p>No school problem</p> <p>The importance of the relationship ascribing to support</p> <p>No health problem</p> <p>Supportive the role</p>	<p><u>J</u> <u>10</u></p> <p>No I don't have school problem</p> <p>The relationship with SW is very important because she encourages and awards us.</p> <p>I haven't been ill but I know that Mrs. N. arranges the meetings with the doctors and the hospitals.</p> <p>I like her role because she supports us emotionally when we are sick</p>
<p>Problem in relationships at school</p> <p>Help received through discussion</p> <p>No health problem</p> <p>Supportive the role</p>	<p><u>An</u> <u>8</u></p> <p>I don't get along with my classmates.</p> <p>I discuss this with Mrs. N. and we try to find a solution. I like what she is doing for me.</p> <p>I am ok with my health.</p> <p>The SW is important because she comes in contact with the doctors and she supports us emotionally.</p> <p>MEMO: An, Nt, and C have bad relationship with their classmates. It was seen that in all of the Homes. For these children the SW is the person who comes in contact with the school's teachers and "tries to find a solution"</p> <p>The aggressiveness in the children's behavior and relationships is one of the negative consequences of the neglect and abuse. This can be met in the Homes but in the school as well where the children spend the half of their day and they come in contact with other children and unconsciously compare themselves with the others who have their families. The ignorance and inability of the parents to care leave the children</p>

	<p>falling in a gap. This sense of falling creates an emotional outburst or other kind of emotional bad reactions which many times haven't superficially a specific and in relation with the time and the facts' source.</p>
<p>No school problem Caring the role Allergy Caring the role.</p>	<p><u>St</u> <u>10</u></p> <p>I am ok at school. The SW comes in contact with our teachers very often and this is very good for us I have a kind of allergy. The SW arranges to meet the doctors. Yes the relationship plays a role.</p>
<p>No school problem Excludes the role of SW Often cough Caring the role</p>	<p><u>T</u> <u>12</u></p> <p>I am a good student. I haven't discussed with the SW about the school I have cough often and my voice becomes hoarse. The SW takes us to the doctors and for that reason she is very kind.</p>
<p>Gives effort at school Help received through discussion No health problem Excludes the role of SW</p>	<p><u>Al</u> <u>10, 5</u></p> <p>I am try to be good at school and with Mrs. N. we discuss about my grades. Yes our relationship has a point for me. No I don't have health problem and the SW doesn't play any role in this.</p>
<p>Bad performance at school Relationships' problems Caring the role of SW No health problem Caring the role of SW</p>	<p><u>Nt</u> <u>10</u></p> <p>I don't have good performance in the lesson of Greek language, and in history. I also get fight with my classmates often. The SW comes in contact with my teachers and this is very important for me. I have a good health. The SW arranges the meetings with the doctors. Yes the relationship plays a role.</p>
<p>Gives effort to school Caring the role of SW No health problem The importance of the relationship via care</p>	<p><u>Ib</u> <u>8, 5</u></p> <p>I try to be a good student. Mrs. N. communicates with the teachers and this is very important I haven't health problem. The SW role is important because she talks with the doctors and they come to see us.</p>
<p>Bad performance at school Relationships' problems The importance of the relationship via care</p>	<p><u>C</u> <u>8</u></p> <p>I haven't good performance in the classroom especially in math, and in history. I also don't get along with my classmates.</p>

No health problem Caring the role of SW	The SW meets the teachers and talk about me. The role of SW is important because I have someone who asks for me at school. I don't have any health problem Mrs. N. talks with the doctors. That shows that she cares for us to be strong and healthy .
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Social workers' opinion

Groups of problems	SW1	The problems that we deal with are usually emotional, cognitive and these which have to do with their adjustment in the Home. We are handling them with the help of specialists, the collaboration of the carers and of their parents. I am satisfied with our methods because I have seen positive results.
Ways of handling		
Effectiveness of handling		
Groups of problems	SW2	We usually face emotional problems. We try to confront them with the help of specialists and with the collaboration of the carers and the children. I am satisfied with the way we work because there is a very good collaboration between the colleagues and specialists. MEMO: It seems that all the SWs of the Homes have to deal with the same kind of problems and they manage them by the same ways. The new prospect here is that the parents are involved in the procedure of management. This is a very positive intersession for the children's development but it is also very rare for the Greek Homes at least. The parents usually don't participate or they have counteractive position against the Homes. In addition many of the Homes don't see it realizable to involve the parents. It seems inconsistent, because the parents weren't able to fulfill the children's needs when they have them in their homes it wouldn't be different now when the children are part from them and the responsibility passed to other people.
Ways of handling		
Effectiveness of handling		

GENERAL MEMO: According to the SWs the most common problems that they have to handle are the emotional, cognitive and these which have to do with the adjustment in the Home. The ways that they use are the collaboration with specialists, the carers and the children themselves. The SW's intervention seems to be very important and sometimes the parents are involved.

The problems that the children expressed about are separated in two sections, the school and the health problems.

The school problems are referred to a bad performance in specific lessons like math, history and Greek language.

In addition, problems in the relationships of the children with their classmates and teachers are also mentioned. Some children run away from school and finally they face difficulties doing their homework.

In terms of the health section very serious problems weren't mentioned. Some of them are connected with their emotional condition like enuresis.

The role of the SW is mainly consulting and encouraging. The children feel the SWs' care and dedication when the SWs meet their teachers and arrange the doctors' appointments. Few of them excluded the role and the most of them have seen the importance of the relationship through SW's care for their health and his/her guidance for their progress at school.

A. Girls' House

Children who are in the House

Program until evening concerns school progress. Offers to Home No participation to groups	<u>E18</u>	In the morning I am at school and I stay until late because I attend tutorial lessons. I come here for lunch I do my homework and in the evening I look after the young children. Every Monday I attend P/C lessons. There are groups at Home but I don't participate MEMO: In many Homes the older children contribute to the faction of the Home. For some children it is necessary to stay further than their adulthood like E who is 18. It is beneficial for their development to feel that they offer something to the Home once the latter still offers to them prolonging their stay. Here E looks after the youngest which is very good for her and for the youngest while they feel that an older "sister" takes care of them.
Program until evening concerns school progress Play & TV later Participation in athletic groups. The role of SW is very helpful, observant.	<u>D</u> <u>a</u>	<u>M</u> <u>9,5</u> I go to school in the morning. I have lunch here and then I do my homework. Later I play, I watch TV, then we have dinner and around 9:00 we go to bed. Da :There are sports groups in the Home. I participate in gymnastic and bicycle. The SW's role is very helpful M : I participate in bicycle group. The SW role is little observant.
Program until evening concerns school progress Exercises to bicycle later Participates to groups of celebrations' groups. SW supportive	<u>Al</u> <u>0</u>	I am at school in the morning. I am here at lunch time. I do my homework. When I finish I exercise with my bicycle, I have dinner and I go to bed at 9:00 o'clock. I participate in the groups which organize events and celebrations The SW's role is very supportive.
Program until evening concerns school progress	<u>K</u> <u>11,5</u>	<u>G</u> <u>13</u> I go to school in the morning. When I come back to Home I have lunch. After this I do my homework and then I have

<p>Sports in the evening Participation in athletic groups SW's role very important & consulting</p>	<p>activities: I play basketball, Ping- pong, I ride with my bicycle. We have dinner, and then we play for a while. We go to bed at 9:00.</p> <p>G K: I participate in athletic groups like bicycle and ping pong. The SW's role is very important, consulting</p> <p>MEMO: The most of the children follow a program of every child; school in the morning, comes back for lunch, does his/her homework and then has activities. These five children prefer to exercise with their bicycles. Mel, F, S, and Ath below, participate in athletic groups.</p> <p>The athletics is an activity which has manifold usefulness. It exercises the body but also brings joy, helps to relaxation, instructs the good rivalry and inspires the esprit de corps.</p> <p>Neglected children need all of the above more than every child because the free uncreative time bears an inaction, an opportunity for the child to remember again and again his/her situation and fall in depression or despair.</p> <p>The role of the SW is observant, consulting, and supportive.</p> <p>The parents care for their children activities and for that reason they participate when these activities take place for example games, competition etc. They encourage their children to give their best and they happy when they have good results or share the sadness of a defeat. The children through these see that their parents are with them in everything they do and they feel fulfilled.</p> <p>The neglected children are deprived from this. For that reason the members of a Home try to give to them a small part of this interest in order to feel even if only a little that someone has interest for them.</p>
<p>Program until late at night concerns school progress</p>	<div data-bbox="624 1608 869 1854"> </div> <p>I go to school in the morning, I come for lunch at Home and then I go to tutorial school. I come back and I do my Homework. We have dinner and I read a little more and I go to bed.</p> <p>MEMO: The tutorial school is very common in Greek education for the students of the last grades of the High school. It is almost necessary for the students who are getting ready for entry in the Universities,</p>

<p>Program until evening concerns school progress Activities later SW's role helpful consulting</p>	<p>because the exams are very demanding. The above will be met at the programs of the children of all of the Homes. The latter undertake the expenses of the tutorial school and this is very thoughtful for the children not only for their future and their progress but also for the amplification of the children's sense of the affection receiving.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;"> <u>Mel</u> 13 </div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;"> <u>F</u> 10 </div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;"> <u>S</u> 14 </div> </div> <p style="margin-left: 100px;">In the morning I am at school. I come back at Home and I have lunch. I do my homework and then I have activities. We have dinner a little free time and then we go at our beds</p> <p style="text-align: center;">S, Ath, F, M: I participate in athletic groups. The SW's role is helpful & consulting</p> </div>
<p>Nursering student/part time job English lessons Swimming/discussion/listen music at evening time</p>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;"> <u>Mat</u> 23 </div> </div> <p>I am a student of the nursing school, so I attend lessons in the morning. Somedays I work part time. I go to a tutorial school for English in the afternoon, and when I come back here I do my homework. When I don't have much homework I go to swimming pool. In the evening I discuss with the older girls of the Home or I listen music.</p> <p>MEMO: Mat is 23 years old and she is still accommodated in the Home. As it was mentioned in A the children who remain in the Homes despite their old age it is good for them to do something more for themselves than the younger children who are totally depended from the adults.</p> <p>Many children don't feel ready or they haven't ensured anything in order to leave the Home although its program has provided it. If the Home has the ability to keep them it is essential to help them to find a job while he/she will study or to contribute in the Home.</p> <p>K in the Hatzikosta Home below, helps voluntary in the kitchen.</p> <p>This policy helps them to begin, even little late, feeling adults by undertaking responsibilities whatever these may be and to think that eventually they will have to leave the Home standing on their feet.</p> <p>Otherwise the Home will participate in the institutionalization.</p> <p>About the difficulty of some children to leave the Home and how this will carefully confront by the Homes was also presented by one of the SWs of</p> </div>

<p>Homework in the morning Afternoon gym Evening school Participation in volunteers' group. SW's role very important.</p> <p>Program until evening concerns school progress Piano lessons.</p>	<p>Zannion Home in the category "Future Planning".</p> <p><u>Al</u> 17</p> <p>I go to an evening school. So in the morning I am here and I do my homework. In the afternoon I go to gym. I come back late so I don't have time to do anything else. I participate in volunteers' group for bazaar. The SW s' role is very important.</p> <p>MEMO: The Evening School refers to persons who work and haven't finished the regular school. The program begins at 7:15 and ends at 10:30. The only difference is that there is one grade more than the sixth which regular high school has. Due to neglect the children who suffered from it may not have been able to finish the school and their education remained insufficient. Entering in a Home everything changes and the children make a new beginning trying to regain almost everything. One of these is their education. Al makes her effort to study and obtain qualification that her parents couldn't give her the opportunity and the inspiration to acquire.</p> <p><u>Kat</u> 16</p> <p>I go to school in the morning. I attend tutorial school in the afternoon. The most days of the week I have piano lessons.</p>
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Social workers' opinion

<p>Meetings with children Meetings with parents Contacts with specialist, services Confront crisis See children everyday.</p>	<p>SW1 SW2</p> <p>Our daily program at Home includes meetings with the children and the carers in groups or individually. Meetings with the parents, contacts with the local services and authorities. We also contact with the specialists who help the children who face specific problems. A crisis may happen so we have to face it effectively. Finally a general supervision in the Home is needed daily. No there isn't days that I don't have the time to see the children.</p>
<p>Meetings with children</p>	<p>SW3 My daily program consist personal</p>

<p>Meetings with parents Contacts with specialists</p> <p>Contacts with schools Paper work Many problems bother seeing children everyday. No complains from children.</p>	<p>meeting with the children, meetings with the group of the carers. We have also visits of the parents so we meet them and discuss. We keep contact with the specialists who help the children, especially when we face a crisis. I communicate with the teacher of the schools where the children go, and also I have paper work, the files of the children, documents, references, etc. Yes there are days that I don't have time to see the children. This is happening because we have to face many problems which occur daily. No the children don't complain about it.</p> <p>MEMO: It seems that the SWs program is overloaded. Though only the SW3 said that she hasn't time to see the children due to hers daily full program. The children don't complain about it. This may happen because all these that the SWs are doing everyday, children know that they have to do with their life and for their own good. For example the SWs meet daily their parents, the specialists with whom they do therapy, the carers, and their teachers. The children see the care through all these and they feel satisfied. In the category "Social workers' and children's contacts" in this Home only two children weren't satisfied about SW's time that was spent with them. Moreover when the interest for children of the members of the staff, in this case the SWs, is honest and pure, the children can perceive it and appreciate it no matter how little of personal time it is spent to be showed.</p>
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B. Girls' House

Children who are in the House

<p>Program until evening concerns school progress Conversation with ladies/ watch TV No participation in groups.</p>	<p><u>K</u> <u>14</u></p> <p>We go to school in the morning. We back for lunch and then we do our homework. In the afternoon we have free time and we talk with some ladies who come for us. Then we watch TV and we go to our beds There are some activities especial when Christmas or Easter are coming but I don't participate.</p>
	<p><u>A</u> <u>13</u></p> <p>I go to school in the morning and I come</p>

Program until late at night concerns school progress		back at Home at the noon and have lunch. I go to tutorial school in the afternoon and when we come back I do my homework and later dinner, then I rest.
Program until late at night concerns school progress Participation in planning group and member of chorus. SW role observant.	<u>D</u> <u>18</u>	In the morning I have school. I come back for lunch and I go to tutorial school. I come back and I do my homework, I have dinner and I continue my homework until late. I am a member of the chorus and in the planning group of Christmas' celebration. The SW's role is observant.
Program until evening concerns school progress Play or TV later Participation in games' group & Christmas planning. The SW observant	<u>B</u> <u>10</u> <u>G</u> <u>12</u>	We have school in the morning. We take lunch at Home. After this we do our homework. When we finish we watch TV or we play G, B: I participate in games' group & in the planning group for Christmas The SW's role is to observant
Program until evening concerns school progress Watch TV for a while. Participation in theatrical & dancing group SW role very supportive. Participation in discussion & handicraft groups The SW consulting.	<u>Din</u> <u>14</u> <u>Dion</u> <u>13</u>	I have school in the morning. Here at Home I come back in the noon, when I have lunch. I go to the tutorial school and I come back and I do homework. I have little free time and I usually watch TV Dion: I a member of theatrical & dancing group. The SW's role is very supportive Din: I participate in a discussion's group and also in a handicraft's group The SW's role is consulting.

MEMO: Many children of this Home participate in groups who prepare seasons' celebrations. When the members of a home are preparing a celebration, is a procedure that gives a meaning in the holidays, anniversaries, events but most of all keeps the members together working on the aim and the success of the celebration.

Finally creates memories which sustain the family's identity's routes of the members and especially of the children's.

Thus when the Home follows the same habit can transfer such kind of family's atmosphere to the children especially in the big holidays Christmas and Eastern or on national anniversaries when the children feel the need of homelike environment more.

Social workers' opinion

Meetings with children General supervision Confront incidents Work out of Home Overloaded program and few SWs are reasons not seeing children everyday. Children complain in the group sessions.	SW1 SW2	My daily program consist personal conversations with children or in a group sessions. A general supervision of the Home program is necessary, and of course we have to face incidents which are sudden. Yes there are times that I don't see the children. This may happen because I have work to do out of the Home. In addition we have many duties and problems to face them and we are few SWs to work on them. The bad organization doesn't allow us to act differently. The children complain on that during our meetings personal or in a group. I also may hear the complain by lack
General supervision Contacts with services Confront crisis Meetings with children Ability sees children everyday.	SW3	A general supervision of the Home's Program is one of my duties in the Home. I also come in contact with the local services. I see the children in personal meetings. Sometimes I have to face a crisis which needs direct confront. I can see the children everyday

MEMO: The SW2 displays an issue which many Homes face; too many duties and few SWs. There is a possibility that to drive to a bad organization of the whole system of the Home.

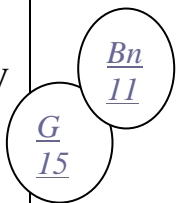
On the contrary with the previous Home the children here complain. The expression of the complaints may have two options of interpretation.

On the one hand children have the opportunity to express their dissatisfaction and share opinions of working it out, which enables them active members of the Home.

On the other hand allows the children to express the deep need for more personal time and space despite the everyday's actions of the SWs which although concern them they wish receiving the care straightly.

C. Boys' House

Children who are in the House

Program until afternoon concerns school progress Playing in the field/Watch TV later Drawings group SW's role very important Member of basketball team SW's role supportive.		I go to school in the morning. We come back and we have lunch. I do my homework and then I play in the field of the Home. In the evening I watch TV and If I have school the next day I go to bed early. G: I am a member of drawing's group The role of SW is very important. B: I am a member of basketball team.
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<p>Work in the morning Evening school</p> <p>Program until afternoon concerns school progress Playing/Watch TV later Participation in discussion group The SW consulting.</p> <p>Program until evening concerns school progress Watch TV later Member of basketball team SW helpful.</p> <p>Program until afternoon concerns school progress Playing in the field/Watch TV later Member of basketball team SW important. Member of basketball team & dancing group. SW role helpful.</p> <p>School for adults in morning Part time job Evening school</p> <p>Program until afternoon concerns school progress Play/ watch TV later Member of clay's & drawing's group. SW role supportive.</p> <p>Part time job</p>	<p>The SW's role is very supportive..</p> <p><u>B</u> <u>16</u> I work in the morning in a hospital as a thermo-plumber. I am here at the lunch time. In the evening I go to school and I back again after 11 o'clock</p> <p>MEMO: B, J and C, as it was met in the first Home, follow a different course than of this of the children of the age of 16-17 except C who is 19. They are all working and they go to school at the same time. It is another example in which it can be seen the struggle of these children to stand up, continue, and recover as much as they can their self image.</p> <p><u>Ch</u> <u>11</u> I go to school in the morning. I have lunch at Home and then I do my homework. When I finish I play and I have dinner. I watch TV for a while and then I go to bed.</p> <p><u>G</u> <u>15</u> CH: I participate in a discussion group The role of SW is consulting.</p> <p><u>D</u> <u>15</u> I am at school in the morning. I come back, have lunch and then I go to tutorial school. I come back and I do my homework. When I finish I watch TV for a while I am a member of basketball team. The SW's role is very helpful.</p> <p><u>M</u> <u>13</u> <u>KI</u> <u>I</u> We are at school in the morning. We come back and have lunch. After a while we do our homework and if there is time we play in the field of the Home</p> <p><u>G</u> <u>15</u> M: I am a member of basketball team The SW's role is important enough. K: I participate in a basketball team & in a dancing group. The SW role is helpful enough</p> <p>MEMO: Many children of this Home report the playing in the field of the Home as an activity. Indeed the Home is surrounded by a huge courtyard where there were sports fields, trees and playground. It is an advantage that the children don't stay in a home block in the big city and they have place proper and safe to play and have fun. As it was expressed in other categories their need for fun and laughter is big. An available time and space</p>
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<p>Tutorial school for adults Participation in drawings, handicraft & discussion groups. SW role consulting.</p>	<p>to play and enjoyment is as much therapeutic as a therapy session.</p> <p><i>J</i> <i>17</i></p> <p>I go to a school for adults unemployed training. I work part time as a car's engineer and in the evening I go to evening school. I am a busy boy.(he laughs)</p> <p><i>Chr</i> <i>11</i></p> <p>I am at school in the morning. Somedays of the week I attend English lessons. I usually play at the afternoon. I have dinner , I watch TV and the we sleep I participate in a drawing & clay's group The SW role is supportive enough.</p> <p><i>C</i> <i>19</i></p> <p>I work part time as a cars' engineer. In the afternoon I go to a tutorial school for adults. I come back at Home late. I participate in discussion, handicraft, & drawing groups. The SW role is consulting.</p>
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Social workers' opinion

<p>Meetings with children carers Meetings with parents Collaboration with specialists General supervision Confront of incidents Ability to see children everyday.</p>	<p>SW1</p> <p>I see the children and the carers every day and we discuss. We have visits of the parents. The contact with local services is another duty. We have collaboration with the specialists who help the children with specific problems. You see I am the only SW of the Home so a supervision of the system of the Home occupies me. Of course the daily sudden things which express the children's needs take place and I am the one who should manage them. No there isn't a day that I can't see the children.</p>
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D.Boys' House

Children who are in the House

Program until afternoon concerns school progress Doesn't know what to do Evening TV or DVD	<u>Th</u> <u>14</u>	School in the morning. I come here at lunch time, I do my homework from 3 to 5. I don't know what to do next. I have dinner and then we watch TV or a DVD.
Program until afternoon concerns school progress Sports later Activities in the evening	<u>T</u> <u>11</u>	I go to school in the morning. Here I do my homework ,and then I watch TV or I play basketball with the other kids. We have dinner and then other activities, like traditional dance lessons
Program until evening concerns school progress Watch TV/use P/C later	<u>D</u> <u>16</u>	I have school in the morning. I come back and have lunch. I do my homework. I go to tutorial school in the afternoon. I have dinner and I continue my homework. I watch TV or I use the P/C
Program until evening concerns school progress Watch TV later.	<u>S</u> <u>14</u>	I am at the school in the morning. After lunch I do my homework and early in the evening I do my rest of my homework with some friends of the Home. We have dinner and I watch TV.
Program until afternoon concerns school progress Football practicing	<u>Al</u> <u>13</u>	In the morning I am at school. I come at Home and have lunch. I do my Homework. When I finish I watch TV and then I have football training two times per week. I come back and have dinner and then I sleep.
	<u>So</u> <u>15</u>	
Program until afternoon concerns school progress Basketball practicing Watch TV	<u>N</u> <u>15</u>	I go to school in the morning when I come back I have lunch. Then I go to tutorial school .Two times per week I have basketball training. In the evening I have dinner, then I watch TV and I do my rest of my homework.
School in the morning Football practicing Homework Watch TV or DVD	<u>Sn</u> <u>16</u>	I am at the school in the morning. Three times per week I have football practice. When I come back I rest for a while and then I do my homework. I play for little time football and after dinner I watch TV or a DVD.
	<u>B</u> <u>15</u>	I go to tutorial school in the morning. I

Program until late at night concerns school progress		have lunch here and then I do my homework. I take a nap for an hour and then I go to evening school 7 to 10:30. I come here and have dinner. My program changes on Friday when I don't have tutorial school.
Voluntary help in the kitchen	$\frac{K}{19}$	I stay here in the morning and I help voluntary in the kitchen. I rest in the noon after lunch and I help again for the preparation of the dinner.
Program until afternoon concerns school progress Watch TV or DVD	$\frac{Ba}{13}$	I go to school in the morning. I do my homework for 3 hours. Then I play football or basketball. I have dinner and then I watch TV or DVD
Program until afternoon concerns school progress Football practicing 2 times per week.	$\frac{J}{14}$	I go to school in the morning. I come back at 14:30 and I have lunch. I do my homework and then I have activities, like football on Tuesday and Thursday. The other days I play here at Home.
Athletic school in the morning Football practicing	$\frac{Dm}{15}$	I go to a athletic school and I come back at 4:00 o'clock. Then I go for football practice and I am back again at 10:00. I have dinner and I sleep
Program until afternoon concerns school progress Plays football games/ watch TV	$\frac{G}{14, 5}$	I go to school in the morning. After lunch I do my homework and then I play table games. I watch TV, I play football and then we have dinner.
3/week school for P/C 2/week basketball practicing	$\frac{A}{13}$	Every Monday, Wednesday , and Friday I go to a school for P/C. Tuesday and Thursday I have basketball practicing.

MEMO: 9 of the 11 boys of this Home participate in athletic teams regularly, mostly in football teams. The SW informed me that the Home is very organized on this. Specifically taxis are paid to transfer the children to the stadiums and to the official games. They try to support by every way the children who want to participate and they are good at it.

As it was mentioned to the previous Homes about the athletics, it is very therapeutic for the children to have targets, like to be good in their performance, to self-actualize and to give the best and believe that they deserve the best.

Social workers' opinion

Meetings with children and parents. Collaboration with specialists Inability to see children everyday. Overloaded program Children complains expressed in personal conversations	SW1	I meet the children in my office and almost everyday I have contacts with their parents. Many times we have to manage a crisis and this entails collaboration with the specialists who help the children and also the local services like the schools. Yes there are days that I can't meet the children. The reasons are the many responsibilities in and out of the Home and many problems which I have to manage. The children know that and they express it in our personal conversations.
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MEMO: The same issue of the overloaded program is expressed by the SW who in the period that the research took place she was the only SW in the Home with 40 children. It looks that the children understand the situation but they don't miss the opportunity discussing about it. Maybe the reason of the discussion is the little time that the SW spends with them but deeply it may be a reason for the children to express their need for exclusiveness indirectly. They know that something like that is impossible in a Home but through the complaint of the time they actually ask for this.

E.Boys' House

Children who are in the House

Program until afternoon concerns school progress Possible visits/Watch DVD later	<u>J</u> <u>10</u>	I go to school in the morning. I come back, have lunch. I do my homework, sometimes we have visits In the evening we may see a DVD.
Program until afternoon concerns school progress Activities/watch DVD later	<u>An</u> <u>8</u>	I am at school in the morning and I come back at lunch time. I do my homework and then I have activities like reading in the library, use the P/C, play with the play station. I have dinner and I watch DVD.
Program until afternoon concerns school progress Play later	<u>St</u> <u>10</u>	I go to school in the morning .In the afternoon I do my homework in the library and then we play.
Program until afternoon concerns school progress 2/week weight lifting practicing Member of groups of music, discussion, & artistic.	<u>T</u> <u>12</u>	I have school in the morning. I come back, have lunch and then I do my homework in the library. I use the P/C for a while. Every Monday & Wednesday I have weight lifting practicing I participate in a discussion, a music and

SW role supportive.		an artistic group The SW role is supportive enough
Program until afternoon concerns school progress Participation in local team Watch TV or DVD later. Participation in many groups SW role supportive, helpful consulting and observant.	<u>Al</u> <u>10, 5</u>	I am at school until 4:00 o'clock. In the afternoon I go to a local team of gymnastics. After this I do my homework in the library, I use the P/C and then we have dinner. I may watch a DVD with the other children. I am a member of athletic team, theatrical group, and journalists' team. The SW is supportive, helpful, consulting and observant, enough.
Program until afternoon concerns school progress Football/swings as activities	<u>Nt</u> <u>10</u>	I go to school in the morning. I come back at lunch time. After a while I play football at the field of the Home. I do my homework and then I go to the swings
Program until afternoon concerns school progress Music/theater/ English The SW role observant.	<u>Ib</u> <u>8, 5</u>	In the morning I have school. When I come back I have lunch and I do my homework. Then I have activities like music, theater play, or English lessons. I also participate in athletic team. The SW's role is observant.
Program until afternoon concerns school progress Playing with other children. Participation in theatrical and football group. SW's role observant.	<u>C</u> <u>8</u>	I have school in the morning. I have lunch and then I do my homework in the library. Sometimes I go to the field and play with the other children. Then we have dinner. I participate in a theatrical group and in a football team. The SW's role is consulting.

MEMO: This Home has a huge courtyard with many sports fields near to a pine forest. The first picture that I had in my first visit was a group of many children to play football.

According to the program that they presented many of them, they use that spot to play everyday.

Another clue that they gave about their everyday's habits is that they read in a library and they use P/C something that it wasn't met in the other Homes.

It is obvious that the people who run this Home try to bring contemporary ways in the program, in the education and in the consuming of children's free time.

Social workers' opinion

Collaboration with parents	SW1	My main work is to collaborate with
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<p>Meeting with specialists Contacts with local services General supervision</p> <p>Overloaded program</p>		<p>the parents and less with the children for who the pedagogues have the responsibility. I meet the specialist who help the children. I contact with the local services. I have also the duty of a general supervision of the Home.</p> <p>The program is overloaded but the children don't complain about it for the reason I explain before.</p>
<p>Meetings with children & parents Collaboration with specialists Contacts with school Confront of crisis Inability of seeing children everyday Overloaded program Children don't complain</p>	SW2	<p>My program in the Home consist meetings with children, the carers and the parents.</p> <p>I also collaborate with the specialists about the progress of the children, for the same reason I contact with the schools.</p> <p>Sometimes we have to deal with a crisis which is interwoven with the problems of the children and their adjustment in the Home.</p> <p>Yes there are days that I can't see the children because the program is overloaded with many duties out of the Home.</p> <p>No the children don't complain about it.</p>

A. Girls' House

Children that have left the House

<p>Today's state: married with two children, housewife</p> <p>The picture of the outside life difficult/worse than expected</p> <p>Consulting the role of SW</p> <p>Readiness to move on</p>	<p><u>H</u></p> <p>I was working part time when I left the Home, and now I am a housewife. I am married with two children.</p> <p>The life out of Home? I found it worse than I was imagined it..</p> <p>I believe that I left the Home earlier than I should have left. The picture of the reality, the "outside", wasn't the same with that which I had in my mind. It was proved different. It was difficult.</p> <p>None from the staff helped me to my preparation of leaving except the SW who was consulting me. For example with what I should be cautious, to choose good friends, not to trust everyone, etc.</p> <p>I felt that I was ready to stand on my feet but I was a little scared.</p> <p>MEMO: H wasn't ready for "outside". The preparation was deficient and the life that she met not only was different than she had configured in her mind but also worse. SW played a consulting role on the issue of social relationship which is crucial for children who grew up in Homes because it is very important "...for deprived children to learn to recognize and cope with these dangers" (Ford, 1955, p.107). This "social supply" seems to help her because although she believes that she left the Home early, she feels that she could stand on her feet. No matter how little the help would be for these children it may contribute a lot in their life because completes piece by piece their social foundations and minimizes the gaps in their socialization which means a better adjustment and a better social behavior.</p>
<p>Today's state: single mum of three children/housewife</p> <p>The picture of the outside life: very tough</p>	<p><u>D</u></p> <p>My occupation when I left Home was nothing special. I just returned to my family and nothing else. I became a housewife. I am a single mum with three children who I raise them up by myself.</p> <p>I found the life out of the Home very tough. I couldn't believe that I was "out". After 6 months I began to see the things with a better perspective</p>

Excludes the role of SW Unprepared to move on.	<p>The reason that I found the life much worse than I expected was that I hadn't been emotionally prepared. Nobody helped me to prepare for leaving. Neither the SW. No I wasn't ready to stand on my feet at all. In a big degree. I needed more emotionally support.</p> <p>MEMO: A sense of bitterness could the statement of D be discredited. "I just returned to my family and nothing else...", "I couldn't believe that I was 'out'...", "Nobody helped me..." Nobody helped her in the preparation of leaving and this lack was obvious for her once she claims twice that she wasn't ready emotionally. Thus the need of emotional preparation and support is highlighted here for a better adjustment in the life out of Home.</p>
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D. Boys' House

Children that have left the House

<p>Today's state: He is a student in University/long time relationship</p> <p>The worse the picture of the outside life</p> <p>Preparation of leaving Excludes the role of SW</p> <p>Readiness to move on</p>	<p><u>P</u> I had succeed in the University of Athens in the School of the Chemists-mechanics; at the same time I was working part time. No I don't work now I am dedicated to my studies.</p> <p>In terms of relationships How I found the life out of the Home? The same bad. Hmm... It was worse. It was worse because in the Home the things were well organized, there was a program which reminded us how to function right. Yes I received help in my preparation for leaving by the pedagogues and the other children. The SW didn't help me. The SW was just passing. They changed to their position very often. Now, that I am grown up, I can tell that it was due to the low salary that they were paid with. I felt very much ready to stand on my feet.</p> <p>MEMO: P enhances the useful of Home's program because it was a factor to function right and the necessity of it became more obvious when he had to live out of Home. He also criticizes the fact that the SWs were changing in their position very often. He justifies it though now that he is old enough to understand. The instability of the SWs and of other members of the staff in their positions is one of the disadvantages of Homes' reality. The low salaries as P mentioned with</p>
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<p>Today's state: work only summer/studying/long term relationship</p> <p>The picture of the outside life: better than expected/due to qualifications</p> <p>Preparation of leaving Inspiring the role of SW</p> <p>Readiness to move on</p>	<p>which the staff are paid is one of the reasons that the SWs and the staff in general, changing in order to look for something better. Another reason is the overloaded work that the SWs have to undertake due to the small number of them and the many responsibilities which should be taken care of.</p> <p>One the one hand this brings frustration to the SWs and they may not have the time to take care everything and be dedicated once they have their mind to leave or because they are experienced the difficulty of overloaded and bad paid work.</p> <p>On the other hand this have negative ramification in children who need the stability to create a relationship; to have time to see an adult model as an opposite model than their parents were.</p> <p>P is a voice which presents that problem and its influence in his preparation of leaving and as an extension in his future life.</p> <p><u>L</u> I was working and I was ready to begin my studies. Now I am studying and I work only at the summer.</p> <p>I have a long term relationship.</p> <p>The life out of Home was better than I expected to be. The reason was that I had obtained qualifications before I left the Home and I have their support until now.</p> <p>I think everyone helped in my preparation for leaving through their role, but most of all the psychologist via our discussions.</p> <p>The SW helped me by inducing me to study.</p> <p>I was very much ready to stand on my feet and I believe that was because I left Home when I felt ready to do it.</p> <p>MEMO: L presents another issue of Homes. What is happening when the children leave? Do Homes responsibility ends? Do children need support and after it and what kind? L finds the life out of Home better than expected and one of the reasons is that he still receives help. He proves that this support is needed in order to gain a better life. Besides this is Homes' long-term plan to offer to children the opposite picture of life that neglectful parents present.</p> <p>He also lays his nice picture of life out of Homes to his qualifications that were obtained in the Home.</p> <p>Educational neglect is the failure to ensure school attendance and allow the child to receive additional educational input when this is indicated" (Kelly, Lai and Wong, to O'Brian, Chung, Ling and Rhind, 1997).</p> <p>According to this, neglectful parents are unable to</p>
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	<p>provide their children with knowledge so to help them to stand on their own feet. Once the children accommodated in the Homes the latter are called to fulfill this need</p> <p>The fact that L was qualified may make him to feel that he left from Home when he was ready emotionally. He was enforced with the insurance of his qualifications. The SW seems to participate in this by inspiring him to study.</p>
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E. Boys' House

Children who are in the House

<p>Today's state: working and studying/long-term relationship</p> <p>The picture of the outside life: difficult in a big degree</p> <p>Consulting the role of SW</p> <p>Unprepared to move on.</p> <p>Giving the reasons</p>	<p><u>G</u></p> <p>I was working and I began my studies when I left Home. I am still working and studying I have a long term relationship</p> <p>The life outside Home? Very, very, very much difficult</p> <p>Why? You can't open your wings without having the endorsement from the Home. They should support us financially because there are million things that we need "outside" Now we don't have them because we are alone over here.</p> <p>The SW was the person from the staff who helped me in my preparation of leaving</p> <p>She kept saying not to leave yet because I wasn't ready and it was difficult out of Home. She was right.</p> <p>She also helped me in the preparation of my papers</p> <p>No I wasn't ready to stand on my feet at all I needed more emotional support, and a better preparation for the future, maybe a chance to use my gifts, if I had any, but this is required a better program in the Home. The Home didn't have any more to offer than it already did.</p> <p>MEMO: G found the life difficult in a big degree .He brought it out by using the word "very" three times and underlining that he wasn't ready at all. He grounded his hard time on the lack of support mostly financial. He feels alone.</p> <p>The SW was a person for him that worried him about</p>
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<p>Today's state: working and studying/single</p> <p>The picture of the outside life: difficult emotionally/feeling of loneliness.</p> <p>Preparation of leaving Consulting the role of SW</p> <p>Readiness to move on</p>	<p>how difficult the life would be. He realized that she was right. A sense of disappointment is transparent in this late realization. He may wish to have figured out earlier so to be more prepared or he may hope that she was working and the things would be better.</p> <p><u>T</u></p> <p>I was working and I was going to an evening school. Now I am studying and I am working. I am single. The life after Home? In the beginning was difficult especially financially but it became better after a while. It was also difficult emotionally, I hadn't someone to support me, you know a friend to talk to. The reason was that I grew up in a place(the Home) and I hadn't been prepared for the life out of Home. Everybody from the staff helped. They kept saying how difficult would be "outside". Yes the SW helped me by describing to me the life "outside" and with what I should be cautious. Although I found it difficult in the beginning I felt ready to stand on my feet.</p> <p>MEMO: Another one who declares that he found the life out of Home difficult and lays this difficulty in the lack of emotional and financial support and makes both kinds of support having a special meaning. He also adds that he felt alone. G also mentioned "...we are alone over here." The feeling of loneliness may be natural affect after a life in Home with so many people sharing everything but it can be also a failure of the system of preparation for outside of Home's life. T resonated it to the latter. The role of SW was consulting in what he should be cautious. Many of the children who live in the Homes think that the life outside of Home would be protected and easy. They have a picture comparing the life in the Home where they are treated as children for who other had the responsibility, and if the Home allows attachment to be created then the children think that everyone will treat them with parental kind of way. When they leave the Home with a disappointment found that everyone isn't like they thought. For this reason among many others the staff here is the SW should remind the children and give some pictures to imagine that the person who are around as aren't the same and many of them may harm us.</p> <p><u>P</u></p> <p>When I left Home I was studying chef. I haven't finished yet. No I don't have any</p>
<p>Today's state: studying</p>	<p></p>

<p>chef/single</p> <p>The picture of the outside life: difficult in the beginning</p> <p>Preparation of leaving</p> <p>Supportive and inspiring the role of the SW</p> <p>Readiness to move on</p> <p>Today's state: working/ in a long term relationship</p>	<p>relationship I am single.</p> <p>I found the life out of Home difficult in the beginning. It wasn't as I expected it to be. I was nervous and stressful because I didn't know if I would manage it. But it is until you become used to it. Now it is ok, it is fine.</p> <p>Although I didn't know what I would meet outside, I was well prepared from the people of the Home. Actually I was prepared to meet the worst. I was also well prepared emotionally. I am still having their support until now.</p> <p>A lady helped me very much who was Sociologist. She did many things for me. She was going to the school and asked for my progress. She did everything for me.</p> <p>The SW helped me very much. She supported me emotionally, she prepared the ground to return to my family and she inspired me to study and found a job.</p> <p>I was feeling little ready to stand on my feet.</p> <p>MEMO: P was well prepared and a special bonding with the sociologist helped him a lot. Though it was difficult in the beginning. It is that part of change of their life's course of children who grow up in Homes. Many times it may be rapid because children know that they will be on their own now. For children that grew up in their families this "entrance" in adults life is smoother because they know that the family will support them and also they will have the benefit of family's kind of socialization.</p> <p>Here the SW played a role on making the "entrance" easier by figurating actions, like inspiration to study and found job, which were very useful to P once they provided him with goals and foundations.</p> <p>I was studying technician of machines and cars' systems. I am not working on what I have studied. I work full time in a shop with furniture.</p> <p>I am in a long term relationship; we have been together for one year and a half.</p> <p>I found the life out of the Home difficult.</p>
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Pe

<p>The picture of the outside life: Difficult</p> <p>Preparation of leaving Consulting the role of SW</p> <p>Unprepared to move on. Giving the reasons.</p>	<p>It was worse than I expected it to be. The reason? Well, you know at Home everything was perfect and they were providing to us almost everything, but in real life it isn't like this. You have to work and try hard. It is full of responsibilities. And these responsibilities are yours and only yours.</p> <p>The persons that helped me in leaving were the SW and a sociologist. The SW's opinion for me was to leave when I would be adult because it was for my benefit to stand on my feet and not prolong my staying in the Home. Although I wasn't ready to stand on my feet at all.</p> <p>I think that the best solution for me would be to live in the Home and get a part time job not so much for the money but for having a contact with the outside world; Thus I would know what is going out and at the same time I wouldn't miss a secure base, the Home. I would leave after a while but I would feel sure for myself.</p> <p>I was sad in the beginning then I was used to it.</p> <p>Well the best it would be to start studies and be employed in the Home.</p> <p>MEMO: The SW informed me that this is a wish of the most of the children of the specific Home: To prolong their staying and working inside the Home. She explained to me that this is practical impossible and most of all it isn't right for a healthy upbringing. It would be like enforcing them to the institutionalization. Pe sees the above memo of T that children while are in Home have everything and they are secure. Now in the outside life they have to act differently and wait for themselves responsibility. "...these responsibilities are yours and only yours."</p>
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GENERAL MEMO: The children who have left the Homes refer that the life out of Homes was difficult emotionally and financially. For some of them was difficult in a big degree and for some only in the beginning. The most of them were unready to move on and they rationalize it with the unsuccessful preparation in the duration that they were at Homes and with the fact that they don't have support from the Home now.

In addition, they found the reality of the life out of Homes worse than was expected and the most of them they weren't ready to move on.

The SW played a role in their preparation and that was supportive, consulting, and inspiring. Some of them excluded the role and one of them pointed out the disadvantage of the often change in their position.

From all of them the preparation has a special meaning and importance not only for their readiness to move on but also for the adaptation in their independency.

A. Girls' House

Need for interpersonal contact	SW1	The most effective way of contact with children can be disclosed by the biggest need of children for warmth interpersonal contact.
Need for discussion with the SW on variety of issues		You can also see what their most looking for during our individual meetings scheduled or random. They like to discuss with us their issues between them and the housemothers/carers, and incidents which are referred to the life in the Home and should be solved urgently; their worries about the school and their future.
Feeling of belonging		They also need to be informed about the stages of their development. What the children need to take from us? I think that it is the feeling of belonging, to know that there are people who care for them and most of all love them.
		MEMO: Interpersonal contact and the feeling of belonging is a pair of interlinked needs. The discussion with the SW is an opportunity for the children to have the time of interpersonal contact. One of neglect's characteristics is that of inability of the parents to offer personal and constant interest "These children spend a lot of time in isolation, away from normal family interactions, and this does not promote communication and the development of interpersonal behaviour." (Iwaniec, 1995), If I care for you, I will do things to please you, I will there for you to see you and offer to you. I like to have you with me. These acts bring you near to me and you have a place to my heart and my life. You belong in a place where we are together so to feel the above and share with me parts of your life. Here the children share their issues of their life in Home and their future completing with this way the needs of interpersonal contact and the feeling of belonging. The SW found out that they are the persons who children prefer to complete these needs.
Need of honesty	SW2	The children need honesty.

<p>Like to discuss</p> <p>Need for encouragement and insurance</p> <p>Inspiration</p> <p>Need of trust and time to</p>	<p>Yes, their needs are expressed in our scheduled meetings and in their everyday visits to our office.</p> <p>They need to discuss about everything that is going on with the Home and concerns them.</p> <p>They also need someone to encourage them to succeed in school</p> <p>I think that the biggest need of them is to have someone to ensure them for their future. You see these children have an adverse background on which they can't be based on. The lack of a family support scares them in terms of what they are going to do in their lives.</p> <p>What they need to take from me? An inspiration and encouragement to obtain goals and vision.</p> <p>MEMO: Neglectful parents have ambivalent attachment with their children and for this reason children are "uncertain whether the caregivers will be available or responsive when the child needs them (Howe, 1995)</p> <p>Thus their need for honesty in their new environment, that of Home's, is much expected to be required. Here the SWs are the persons to who not only children express this need but they also like to complete it in their contact with them.</p> <p>It is a chance for them to see in the people of the Home a right way of behavior. Hence the role of Home is that to provide a good upbringing and show that every pattern of adults isn't the same. It seems that the SWs have gained their trust which is concomitant of the honesty that they provided and the children like to discuss about everything concerns them.</p> <p>Smart & Smart note that "Parents promote intellectual growth in their children by holding aspirations for them, and by caring for them in ways which promote independence and the building of desire for achievement and by giving those experiences which are stimulating, especially conversations." (Smart & Smart, 1967). Neglectful parents appear to have inability to act like the above quotation suggests.</p> <p>SWs in this case substitute the patterns of adults who are called to encourage, inspire and support the children to their progress at school but also to ensure them about their future.</p>
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<p>gain it</p> <p>Freedom of choice on the person to whom they speak</p> <p>Their expression about issues depends on their age</p> <p>Looking for guidance, support and motivation from the SW</p>	<p>SW3</p> <p>The children need an everyday contact. They need a trustful adult to be there for them.</p> <p>And once we speak about trust, it is important for them to give them time to trust you.</p> <p>They also desire a freedom to choose with who SW they going to speak, to refer, or to be close to.</p> <p>The things that they are expressed about are in proportion to their age.</p> <p>The young children worry about their school progress and their relationship with the housemothers/carers. The oldest need to talk about their development and their future.</p> <p>Especially from us, the SWs, they are expecting support, a motivation to move on, a guidance for their socialization and finally consultative.</p> <p>MEMO: The first people who children meet are the members of their family in which they were born and growing up. If these people are no worth trusting them, the children can't easily trust the adults again.</p> <p>Neglected children have experienced this lack of trust once their parents couldn't act with responsibility against them. It is the first picture of adults' consistency. The latter is false and shakes children's trust to adults and it may be one of the reasons of neglect and children's removal of their home. After this children afraid to see the adults by a different way.</p> <p>The opinion of the SW presents that the above is happening and for that reason children need time to trust. It is owned to them the offer of time if we like to change their mind about adults' behavior.</p> <p>The need of time to trust is combined with the freedom to choose the people with whom children will talk and be their reference's persons The free choice helps them to begin to trust whereas the pressure is a drawback factor.</p> <p>It seems that children learnt to trust because they expecting from the SWs their guidance, advice and support to move on, the youngest about their school progress and the older about their future.</p> <p>It is very positive for their security to trust the SWs and wait from them this guidance and support and not from others who may take advantage of them.</p> <p>Neglected children are vulnerable exactly because parents who naturally were the persons who should be</p>
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	<p>the trustful adults they couldn't cater to. Though the children's need for trust still exists and they may try to find it to the most inept persons. "...abused children have no sense of trust in people or they are friendly and affectionate with strangers without any discrimination (Franklin, 1978).</p> <p>From the SWs side it is needed to respect this "social weakness" of children. It is easy for everyone who plays a role against a weak person and in a way having a power on him/her to use this power and advantageous position to harm or even abuse.</p>
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B. Girls' House

<p>Play the best way of contact for the youngest</p> <p>Discussion for the oldest</p> <p>Need of discussion in a friendly environment</p> <p>Need to see a good example</p> <p>Need for understanding</p>	<p>SW1</p> <p>The needs of the children depend on their age. The youngest (age 8-12) need to play and they want us on their play, and it is proved for us the best way of contact with them.</p> <p>The oldest (age 14-18) they like to discuss issues that concern them like the school and their further education, their relationships, and their adjustment in the Home.</p> <p>They wish to discuss all these in a friendly almost cheerful way. Yes they like people with humour, they need to laugh.</p> <p>What they would like from us?</p> <p>To give them a good example to follow. They also seek my apprehension in a combination with my patience for whatever they worry about.</p> <p>MEMO: The above statement shows how thirsty the children are to continue their life, bringing their desires to the persons who are with them now and wait for them to respond. Young children for playing which is the most natural and big need for young children and the old for their development and progress, that concern them a lot All these in a friendly cheerful environment. "...they need to laugh". Neglectful environment can't be such a place, on the contrary it may be a hostile and aggressive place. The members of the family adopt this atmosphere and seem to have "...impaired capacity to enjoy life" (Calam, & Franchi, 1987)</p> <p>In addition the apprehension and the patience for whatever they require from the SW is a way of test out</p>
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Play the common need	the new adults of their life if they are the same with old ones (parents) who couldn't have patience to see the reasons of their acts and discuss with them and consult them. To take place all this, the relationship has to be caring. The neglectful relationship is the opposite of this.	
Need for discussion	SW2	The key to find which is the best way to approach the children is to figure out what they really need. Of course the children differ from each other and so the ways of approaching them. Although, I think the play is a common need for every child.
Need to have people with human contact and nice feelings.		In addition, the need of discussion which may begin with the simplest way like a joke, or a raillery. The things that they like to discuss vary from simple things of the daily program of the Home to serious matters of their future.
After gain trust they expressed themselves		They need to receive from us love, interest, apprehension, support, They need to know that we are the people that they can found a real human contact at them.
Need for limits and rules	SW3	The biggest need of the children is to find people they can really trust.
Need for stand on their feet.		If they have that, they express to us their needs like their relationship with the carers, problems at school, about everything that may happen.
Need for confidence and high self-esteem		The specific children need from me to show them how to have limits and move with social rules. An urging to educate themselves and stand on their feet.
Need to distinguish people		Moreover they need to animate them so that to have confidence and high self-esteem which they will use to confront taught situation. They also should obtain a capability to distinguish the people who may harm them from the people who love them.
	MEMO: Neglectful family can't provide a system of discipline and rules thus the children "...don't have	

	experience of limit setting. (Lai, Wong, 1997). But the children can't live in a chaotic way and they express this need to the SW, asking for limits and social rules to be provided by them.
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C. Boys' House

<p>Need to have someone to listen</p> <p>Need for discussion</p> <p>The SW a part of a good up bringing system.</p> <p>Need for social and emotional rehabilitation</p>	<p>SW1</p> <p>The children need to talk. They need someone to listen what they have to say.</p> <p>They like to talk for almost everything that concerns a child, like progress in school, Home issues, their future, etc. What they are looking from me? To be a part of a good and effective breeding. So that to gain an emotional and social rehabilitation.</p> <p>MEMO: One of neglect's characteristics is parents' ignorance of children's needs. The ignorance consist their inability to listen what the children say, ask, mean. They can comprehend the signals that they may send with certain ways because they don't pay attention to these signals.</p> <p>Here the SW is called to play an opposite role so to not only listen to children but also to respond to their issues for progress. Once they found, maybe for first time, a person who listen and respond to them then they looking for the biggest need that of emotional fullness.</p>
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D. Boys' House

<p>Need to talk</p> <p>Need to be the SW caring and supportive</p> <p>Needs for limits and social skills.</p>	<p>SW1</p> <p>My office is always open for them because they need to talk when they have something that bothers them</p> <p>The things that trouble them are mainly about their future, the school, their adaptation in the Home, relationships etc</p> <p>They require from the SWs to be caring, and supportive. Some of them need behaviour limits and help to develop basic social skills.</p> <p>MEMO: As a continuity of the above the children need to find an opened door. To find someone to talk and he/she to be in position to be supportive and caring. Until now the adults that they have met are irresponsible in their duty to be there for them. This</p>
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	is one of the reasons that there wasn't anyone so far to put limits and be a good model of behaviour in order the children to learn how to act socially.
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E. Boys' House

Need for sharing of life issues	SW1	The children need to share everything is happening in their lives at the Home but also out of it.
Desire of interest and positive feelings		They ask for interest, and positive feelings which will enforce their self-esteem and their self confidence.
Need of high self-esteem and confidence.		In addition they need limits.
Need for respect and attention		MEMO: Neglected children had been found to have "... lack confidence". (Hobbs, Hanks, Wynne, 1993), and "... low self-esteem, withdrawal, opposition, hypervigilance, compulsivity, pseudo-mature behavior" (Calam, & Franchi, 1987)
		The SW is one of the persons in the Home who is called to enhance these emotional icons that children due to neglect have adopted for themselves. Here the SW presents that the children the same ask this with their way from her to offer it
Need for understanding and individuality.	SW2	The children need from us to listen them carefully, to respect them. It is essential to be fair and honest.
Desire for conversation		Moreover to be strict whenever is needed but at the same time to have understanding for the individuality of every case.
Need for constant interest from SW.		They like to discuss many things that concern their every day life in the Home, in school, and their future.
		They need constant interest, confrontation of their problems, trust and hope.
		MEMO: In the Home almost everything is being shared by the children. Neglect on the other hand was a kind of bearing of individuality. This is a difficult spot not only for children to fulfil this need because past and present have a common aspect, but also for the SWs and the rest of the staff to find a manage children's upbringing which will be based on every child's personal features.
		In this SW's statement we meet the need of hope.
		The children had a hard time in their families, then

	<p>they was the separation which was also a traumatic experience (the most of the children presented that have bad feelings for this or they are sad) and now they are in a new environment and they have to straggle to obtain new attitudes, new style of life and gain their future almost by their own. It is lot of frustration, a lot of effort which should be given by very young persons. It is not only a need of having hope but it is a cry of it.</p>
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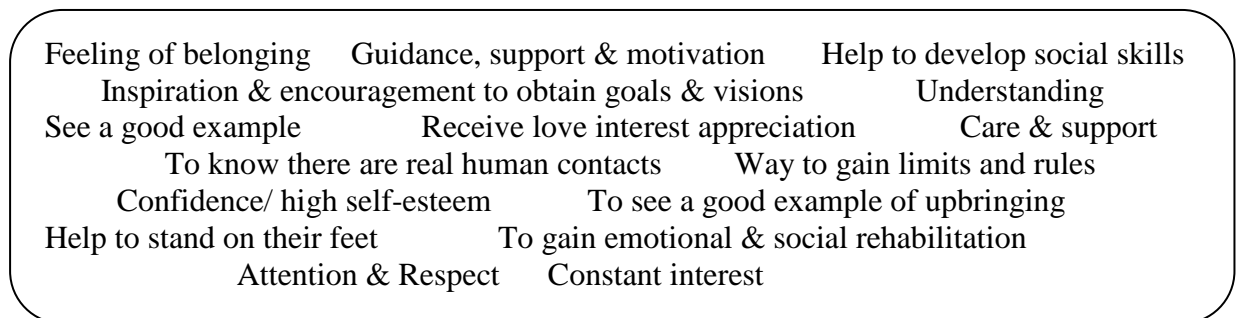
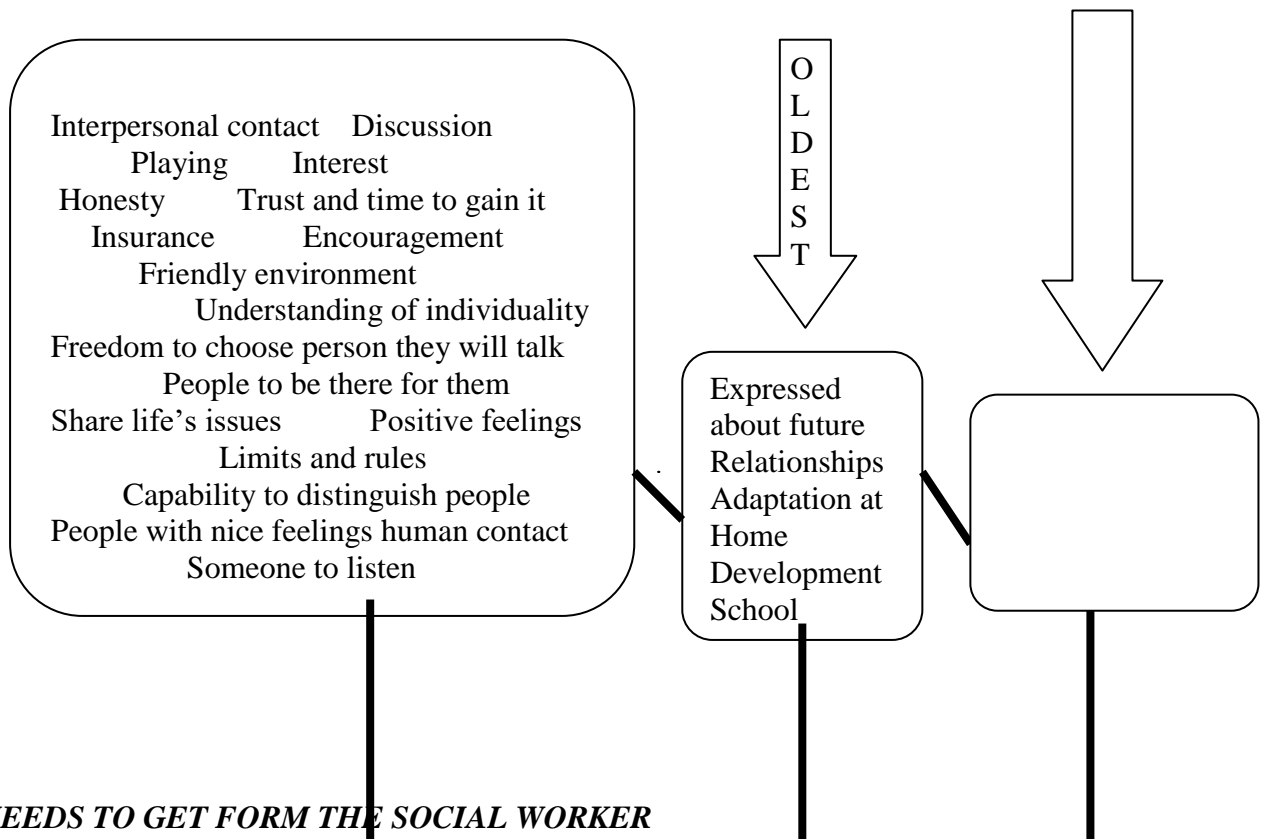
GENERAL MEMO: The children's need which is quite the same for all of the Homes is that of discussion which can be broadened out as needs to share issues, to express feelings and worries especially for their progress and their future, to speak to someone who they know that he/she will listen carefully, with truly and constant interest, he/she will show comprehension and most of all personal caring. It is a way of gaining a personal contact and to feel insurance.

To take place the above, a necessary precondition is the existence of trust, honesty, respect, in a friendly environment.

SWs are called to play a role of a social model via which children will follow a good example of acting with limits and rules, and at the same time with confidence.

They expect from the SWs to help, encourage and support them to obtain high self-esteem in order to gain a social rehabilitation and to stand on their feet.

NEEDS



FREQUENCY OF MEETINGS

Talk on the phone very often & meetings in the Home/ 2-3 times per week/ Everyday/ I meet SW often/ I meet the SW every week/ I don't see the SW often / I meet the SW when I have problem/ I meet mostly in the afternoon/ I meet her sometime in the morning/ I see the SW rare/ She usually find me to talk/ I meet whenever I have a problem/ I see her once a week/ To see her depends on what troubles me/ I meet her to arrange meetings with my parents / Formerly I see he every Tuesday & Thursday now rarely/ I don't keep contact/ Depends on how many stupid things I have done

OPINION ABOUT THE MEETINGS

I count on their opinion/ I like the time we spend together/ It is important/ I like our meeting/ I don't have any complaint / I am ok with the time/ I am not satisfied I would like to play with her/ I am not satisfied I would like more effectiveness in her initiative/ I like to have exclusiveness when we talk, more time for personal problems/ The time is enough/ I don't have problem with the time/ I like this time. It's our time/ I feel warmth / I would like more personal discussions / I would like to have more fun with her/

SUBJECT OF THE MEETINGS

Discussion about current life, family, past memories from the Home/ Discuss anything concerns school / Discuss about my problems/ group discussion about parents/ Discussion if I am happy or not in the Home/ We play /We discuss about the parents/ We talk if she sees me troubled/We discuss the problems with other children/The SW helps me with my homework/We have lunch together and we discuss/ Discuss general things/ Discuss my progress at school/ Discuss things that keep aware/ I take permission to get out of Home/ Discuss everyday's news/ I haven't discussed many times I am new/ When I was younger the SW helped me with my homework now we discuss everything that troubles me/ Discuss a variety of things about Home/ She gives me advice/ Discuss important things/ Discuss problems with the carers, try to find a solution/ We play and draw/ Discuss things that bother me/ Discuss about the Home and my feelings/ Sometimes we go for a walk/ We play basketball & football/ Discuss personal things and about my job/ Discuss the bad things that I do like stealing, she consults me/ Sometimes she hugs me/ We discuss after the meetings with my parents/ I just pass to say a "Hello"/ Discuss my relationship with my friends